

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August 2016*

Parent Session 1: Love and Limits

63 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Tools for Parents Session 1 Poster and Parent Creed Poster</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Survey Administration Checks for Session 1

Was a pretest administered to each participant?	No	Yes
Was each administered pretest coded?	No	Yes

Comments/Concerns:

Curriculum Activities

The Goals of Parent Session One

Parents will:

- identify stresses and problems in youth
- think about the qualities they want in their youth
- learn the value of parental love and limits in helping their youth develop these qualities
- learn to support youth's goals and dreams

Welcome and Introduction

Time for Activity: 1:00 Minute

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Welcome the parents/caregivers?	0	1
2. Briefly explain the format and goals of the program?	0	1
3. Encourage the parents/caregivers to come to each session and to return the next week if they miss a session?	0	1

Fidelity Total: _____ (3 possible points)

Get Acquainted Activity

Time for Activity: 9:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Introduce self and tell one thing he/she likes to do with his/her family?	0	1
2. Ask parents/caregivers to introduce themselves and name their children?	0	1
3. Ask parents/caregivers to tell one thing they like to do as a family?	0	1
4. Have the group brainstorm guidelines/ground rules?	0	1
5. Write the agreed upon ground rules on the flip chart?	0	1
6. Explain the video format and the importance of flowing the set timing?	0	1

Fidelity Total: _____ (6 possible points)

Video Time: 2:30 Minutes

Note: The facilitator will lead a discussion of the questions on the video screen.

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|---|-----------|------------|
| 1. Have the group process the two questions on the screen one at a time?
<i>What are everyday teen stresses?</i>
<i>What are some severe teen problems?</i> | 0 | 1 |
| 2. Record a list of typical, everyday teen stresses on the flip chart?
<i>The list should include items similar to most of the following: (8 of 10 must be mentioned to score a 1)</i> | 0 | 1 |
| <input type="checkbox"/> <i>Peer pressure</i>
<input type="checkbox"/> <i>Concern over appearance</i>
<input type="checkbox"/> <i>Not being in the right group</i>
<input type="checkbox"/> <i>Physical awkwardness</i>
<input type="checkbox"/> <i>Boyfriend/girlfriend problems</i>
<input type="checkbox"/> <i>Problems with school work or teachers</i>
<input type="checkbox"/> <i>Difficulty relating to peers</i>
<input type="checkbox"/> <i>Rebellion against rules</i>
<input type="checkbox"/> <i>Not enough spending money</i>
<input type="checkbox"/> <i>Poverty</i> | | |
| 3. Record a list of severe teen problems on the flip chart?
<i>The list should include items similar to most of the following: (5 of 7 must be mentioned to score a 1)</i> | 0 | 1 |
| <input type="checkbox"/> <i>Vandalism in school or community</i>
<input type="checkbox"/> <i>Use of alcohol or drugs</i>
<input type="checkbox"/> <i>Smoking</i>
<input type="checkbox"/> <i>Shoplifting</i>
<input type="checkbox"/> <i>Reckless sexual behavior</i>
<input type="checkbox"/> <i>Dropping out of school</i>
<input type="checkbox"/> <i>Reckless driving</i> | | |

Fidelity Total: _____(3 possible points)

Was the Optional Question Asked? YES NO

How do the stresses and problems facing youth today compare with those you faced as a youth?

Video Time: 2:00 Minutes

Activity 1.2 - Qualities You Want in Your Child

Time for Activity: 7:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask parents/caregivers to think of two qualities they would like to see in their youth?	0	1
2. Have parents/caregivers write the qualities on 3x5 sticky notes and post them on a drawn figure of a teen?	0	1
3. Discuss the qualities posted on the flip chart? <i>The facilitator should mention most of the following:</i>	0	1
<i>(4 of 6 must be mentioned to score a 1)</i>		
<input type="checkbox"/> <i>Honesty</i>		
<input type="checkbox"/> <i>Responsibility</i>		
<input type="checkbox"/> <i>Caring for others</i>		
<input type="checkbox"/> <i>Having a good job</i>		
<input type="checkbox"/> <i>Trustworthy</i>		
<input type="checkbox"/> <i>Respectful</i>		
4. Mention that they will bring the poster of the teen to each session?	0	1

Fidelity Total: _____ (4 possible points)

Video Time: 3:00 Minutes

Activity 1.3 - Results of Harsh Parenting

Time for Activity: 2:00 Minutes

Note: The facilitator will lead a discussion of the questions on the video screen.

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers what the children in the video might learn about themselves?	0	1
2. Ask the parents/caregivers what the children in the video might learn about their parents/caregivers?	0	1
3. Keep the discussion focused without discussing what the parents/caregivers would have done in the situations?	0	1

Fidelity Total: _____ (3 possible points)

Was the Optional Question Asked? YES NO

What kind of behavior might result from harsh parenting?

Video Time: 2:00 Minutes

Activity 1.4 - Results of Wimpy Parenting	Time for Activity: 2:00 Minutes	
<i>Note: The facilitator will lead a discussion of the questions on the video screen.</i>		
Did the Activity Leader:		
	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers what the children in the video might learn about themselves?	0	1
2. Ask the parents/caregivers what the children in the video might learn about their parents/caregivers?	0	1
3. Keep the discussion focused without discussing what the parents/caregivers would have done in the situations?	0	1
Fidelity Total: _____(3 possible points)		
Was the Optional Question Asked? <input type="checkbox"/> YES <input type="checkbox"/> NO		
<i>What kind of behavior might result from wimpy parenting?</i>		

Video Time: 1:30 Minutes

Activity 1.5 - Results of Love and Limits Parenting	Time for Activity: 5:00 Minutes	
<i>Note: The facilitator will lead a discussion of the questions on the video screen.</i>		
Did the Activity Leader:		
	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers what the children in the video might learn about themselves?	0	1
2. Ask the parents/caregivers what the children in the video might learn about their parents/caregivers?	0	1
3. Ask the parents/caregivers what the children in the video might learn about the world?	0	1
4. Keep the discussion focused without discussing what the parents/caregivers would have done in the situations?	0	1
Fidelity Total: _____(4 possible points)		
Was the Optional Question Asked? <input type="checkbox"/> YES <input type="checkbox"/> NO		
<i>What's the hardest thing about showing love and limits at the same time?</i>		

No Video Narration Between Activities 1.5 and 1.6

Activity 1.6 - Checklist:

Time for Activity: 8:00 Minutes

Things I Do Well As a Parent/Caregiver

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out the Things I Do Well as a Parent/Caregiver worksheets and tell the parents/caregivers that they will be circling how much or how often they do each item?	0	1
2. Explain that no one will see their responses and encourage the parents/caregivers to answer honestly?	0	1
3. Remind the parents/caregivers that all of us do some things well, and we could improve on some things?	0	1
4. Read each item aloud, one at a time, adding explanations as needed?	0	1
5. Ask the parents/caregivers to mark an 'x' by the things they circled a '3' for and a '√' by the things they circled a '1' for?	0	1
6. Have the parents/caregivers review their list and see if they marked more 'x's or '√'s.	0	1
7. Explain that odd-numbered items are about setting limits and that even-numbered items are about showing love?	0	1
8. Ask the parents/caregivers to look over their list and find one thing they would like to do more of?	0	1

Fidelity Total: _____ (8 possible points)

Was the Optional Question Asked? YES NO

Name one thing you do well.

No Video Narration Between Activities 1.6 and 1.7

Activity 1.7 - What Did You Want To Be?

Time for Activity: 4:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have parents/caregivers share the dreams and goals they had as youth (when they were ages 10-14)?	0	1

Fidelity Total _____(1 possible point)

Video Time: 1:30 Minutes**Activity 1.8 - Young People's Feelings**

Time for Activity: 1:00 Minute

Note: The facilitator will lead a discussion of the questions on the video screen.

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers what the two young people in the video were feeling?	0	1
2. Ask the parents/caregivers what the results could be?	0	1

Fidelity Total _____(2 possible points)

Video Time: 1:30 Minutes

Home Practice and End of Session Activities

Time for Activity: 5:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to notice one time during the week that they show love and that they set limits?	0	1
2. Pass out the Love and Limits Magnets and the Parent Creed magnet card?	0	1
3. Encourage the parents/caregivers to use the magnet at home on the refrigerator to post the Parent Creed magnet card?	0	1
4. Pass out and explain the Photo Release Form ? <i>(If not used by the program or previously administered, circle 1.)</i>	0	1
5. Distribute the Questions for Treasure Map cards, explaining that in the upcoming family session the youth are going to share ‘dreams and goals’ projects and the parents/caregivers can use the card to ask questions and practice being supportive?	0	1
6. Have parents recite the Parent Creed together as a group?	0	1

Fidelity Total: _____ (6 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(49 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 43 Points from Curriculum Activities)

Section 3 - Parent Session 1 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation	Moderate Participation	Active Participation	
0	1	2	3
0	1	2	3

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No 0	Yes 1	Not Necessary 1
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3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 49</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 106</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 123</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 2: Making House Rules

62 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Tools for Parents Sessions 1 & 2 Posters, Making an "I" Statement Situations Poster, Family Tree Sample, Different Family Trees Poster, and Parent Creed Poster</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Two

Parents will:

- Understand changes in youth
- Understand the need for rules
- Learn to remind youth about rules without criticizing

1:00 Minute for As Parents/Caregivers Arrive Activities

Home Practice Review

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask parents/caregivers what limit they set for their child during the week?	0	1
2. Ask parents/caregivers how they showed love at home with their child during the week?	0	1
3. Ask parents/caregivers what is working well at home?	0	1

Fidelity Total: _____(3 possible points)

Video Time: 3:00 Minutes

Activity 2.1 - What Youth This Age Are Like

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Describe the three kinds of normal adolescent changes and write them on the flip chart?	0	1
2. Divide parents/caregivers into 3 groups to write 5-6 changes on sticky notes?	0	1
3. Have parents/caregivers put their sticky notes on the flip chart and read their answers?	0	1
4. Make sure examples from each one of the three following categories of changes had been listed?	0	1

Physical: size, taller, beginning of skin problems, sweating more, developing sexual characteristics

Activities: more time alone, more time with friends, wanting to use phone, doing what other kids are doing

Getting Along at Home: moodiness, mouthy, more grown-up in thinking, question rules more, spend less time with parents

Fidelity Total: _____(4 possible points)

Video Time: 3:00 Minutes

Activity 2.2 - Rules and Responsibilities for My Youth

Time for Activity: 4:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out Rules and Responsibilities for My Youth ?	0	1
2. Circulate among parents/caregivers to help as needed during the directions on the video?	0	1

Fidelity Total: _____ (2 possible points)

Video Time: 1:30 Minutes

Activity 2.3 - "I Feel . . ."

Time for Activity: 2:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out the Making An "I" Statement magnet card?	0	1
2. Read situations from the poster and have parents/caregivers practice making "I" statements that identify a feeling?	0	1

Fidelity Total: _____ (2 possible points)

Video Time: 1:00 Minute

Activity 2.4 - "I Feel . . . When You"

Time for Activity: 3:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Read situations from the poster and have parents/caregivers practice making "I feel . . .when you" statements?	0	1
2. Remind the parents/caregivers not to come up with a solution, just tell what their feeling would be in the "I feel . . . when you" statements?	0	1

Fidelity Total: _____ (2 possible points)

Video Time: 1:30 Minutes

Activity 2.5 - “I Feel . . . When . . . Because”

Time for Activity: 4:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Read situations from the poster and have parents/caregivers practice making “I feel . . .when . . .because” statements?	0	1
2. Remind the parents/caregivers <u>not to come up with a solution</u> , but to use the “I feel . . . when because” statements to state a feeling, situation, and reason?	0	1

Fidelity Total: _____ (2 possible points)

Video Time: 2:00 Minutes

Activity 2.6 - “I Feel . . . When You . . .
Minutes
Because . . . I Want You to”

Time for Activity: 5:00

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Read situations from the poster and have parents/caregivers practice making “I feel . . .when . . .because . . . I want you to . . .” statements?	0	1
2. Tell parents/caregivers that they are <u>still not to come up with consequences</u> , to follow the “I feel.... when...because... and I want you to...” statement, and to now add what they would want the youth to do?	0	1

Fidelity Total: _____ (2 possible points)

Was the Optional Question Asked? YES NO

What situations at home could you use “I” statements for?

No Video Narration Between Activities 2.6 and 2.7

Activity 2.7 - Practicing “I” Statements

Time for Activity: 6:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out Practicing Using “I” Statements worksheets?	0	1
2. Read each of the 3 situations and ask parents/caregivers to practice each part of the “I” statement as a group?	0	1
3. Ask parents/caregivers to turn to their earlier worksheet, Rules and Responsibilities for My Youth , and write an “I” statement about one of the rules they previously identified?	0	1
4. Ask several parents/caregivers to share the “I” statement they wrote with the group?	0	1

Fidelity Total: _____ (4 possible points)

Was the Optional Activity Used? YES NO

Have a parent/caregiver name a problem at home they could use an “I” statement for.

Home Practice and End of Session Activities

Time for Activity: 4:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to use an “I” statement at home if their youth misbehaves during the week?	0	1
2. Ask the parents/caregivers to keep track of how their youth does at home this week on one rule that they wrote on their worksheet? <i>Note: Facilitator should tell the parents/caregivers to notice when their youth does/does not follow the rule.</i>	0	1
3. Encourage parents/caregivers to post the “I” statement magnet card at home?	0	1
4. Show the Family Tree Sample and Poster and describe the family session activity? <i>The facilitator should explain the following:</i>	0	1
<input type="checkbox"/> <i>Different tree shapes reflect different family structures. The symbolism should be explained.</i> <input type="checkbox"/> <i>Families will draw a branch for each family member. Adults usually have larger branches than the youth.</i> <input type="checkbox"/> <i>Strengths/compliments will be written on the leaves.</i> <input type="checkbox"/> <i>Strengths of the whole family will be written and pasted on the trunk.</i> <input type="checkbox"/> <i>Strengths of the grandparents/relatives will be written and pasted on the roots.</i> <input type="checkbox"/> <i>Families should focus on the family members participating in SFP 10-14. Others should only be added if the family has time.</i>		
5. Have the parents/caregivers recite the Parent Creed together as a group?	0	1

Fidelity Total: _____(5 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(32 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 26 Points from Curriculum Activities)

Section 3 - Parent Session 1 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation	Moderate Participation			Active Participation
0	1	2	3	4

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No 0	Yes 1	Not Necessary 1
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3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 32</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 89</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 106</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 3: Encouraging Good Behavior

60.35 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Earning Points for Rewards Poster, Tools for Parents 1,2, and 3 Posters</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Three

Parents will:

- Notice good behavior and give compliments
 - Use rewards to teach new behavior
 - Use a point system to teach new behavior
 - Build a positive relationship

One Minute Is Allotted For The 'As Parents/Caregivers Arrive' Activities.

Home Practice Discussion

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask how the youth followed rules at home during the week?	0	1
2. Ask who used "I" statements with their youth and how the youth responded?	0	1
3. Ask what is working well at home with the youth?	0	1

Fidelity Total: _____ (3 possible points)

Video Time: 2:00 Minutes

Activity 3.1 - Discussion of Compliments

Time for Activity: 2:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Process the question on the video screen?	0	1
2. Help the parents/caregivers see that compliments should be specific?	0	1
3. Help the parents/caregivers see that compliments should not be followed by a criticism or lecture?	0	1

Fidelity Total: _____ (3 possible points)

No Video Narration Between Activities 3.1 and 3.2

Activity 3.2 - Being Taken for Granted

Time for Activity: 4:00 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Divide the group into pairs and ask each pair to name something they do that others take for granted? | 0 | 1 |

Note: It is recommended in the manual that spouses are not paired together.

- | | | |
|---|---|---|
| 2. Lead a discussion of being taken for granted and how it feels? | 0 | 1 |
|---|---|---|

Fidelity Total: _____ (2 possible points)

Were the Optional Questions Asked? YES NO

What would you like to hear from the person who takes you for granted?

Is there something your youth does well that you take for granted?

Video Time: 2:15 Minutes

Activity 3.3 – Turning Negatives to Positives

Time for Activity: 6:00 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Say that this next activity will help the group prepare to use a point chart? | 0 | 1 |

- | | | |
|--|---|---|
| 2. Ask parents/caregivers to name small, problem behaviors they <u>don't</u> want? | 0 | 1 |
|--|---|---|

Note: Remind parents to choose a small, specific problem that can be observable. Give examples.

- | | | |
|---|---|---|
| 3. Ask the parents/caregivers to name the specific, positive behavior they DO want instead? <i>Again, these should be small, specific, and observable. Give examples.</i> | 0 | 1 |
|---|---|---|

- | | | |
|--|---|---|
| 4. Write on the flip chart 2-3 specific examples of negative behaviors with the positive statement under each, and a time connected to each? | 0 | 1 |
|--|---|---|

- | | | |
|---|---|---|
| 5. Hand out scrap paper and have each parent/caregiver write a similar example (with a time connected) of what they would like their youth to do? | 0 | 1 |
|---|---|---|

Fidelity Total: _____ (5 possible points)

Was the Optional Question Asked? YES NO

What is the advantage of naming the behavior you want instead of the problem behavior?

Video Time: 2:00 Minutes

Activity 3.4 - Giving Compliments

Time for Activity: 6:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Divide the group into pairs to discuss what they could compliment their child for?	0	1
<i>Note: It is recommended in the manual that spouses are not paired together.</i>		
2. Hand out cards to write compliments for their youth?	0	1
3. Write several examples of compliments on the flip chart?	0	1
4. Lead a discussion and record additional compliments on the flip chart?	0	1
5. Ask the parents/caregivers to hide the compliment card at home for their youth to find?	0	1

Fidelity Total: _____ (5 possible points)

Video Time: 3:30 Minutes**Activity 3.5 - Using a Point Chart**

Time for Activity: 3:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out the Earning Points for Rewards cards?	0	1
2. Post the Earning Points for Rewards poster?	0	1
3. Ask each parent/caregiver to copy the positive behavior from Activity 3.3 onto their point chart card?	0	1
<i>Note: Remind them it should be small, specific, once-a-day behavior.</i>		
4. Circulate to offer help during the video instructions?	0	1
<i>Note: The assistance offered should focus on determining points and a privilege or reward.</i>		

Fidelity Total: _____ (4 possible points)

No Video Narration Between Activities 3.5 and 3.6

Activity 3.6 - Privileges and Rewards

Time for Activity: 3:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to leave the “privileges and rewards” blank on their Earning Points for Rewards cards so that their youth could have input?	0	1
2. Have the group brainstorm appropriate rewards and privileges?	0	1
3. Record the group’s ideas on the flip chart?	0	1

Note: The flip chart page(s) should be saved for use in the family session.

Fidelity Total: _____ (3 possible points)

Was the Optional Question Asked? YES NO

Which of the rewards and privileges you listed are practical for you to give?

Video Time: 8:30 Minutes

Activity 3.7 - Building a Positive Relationship

Time for Activity: 5:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the group to name ways besides giving rewards and compliments that parents/caregivers can show love and caring and record the responses on the flip chart?	0	1
2. Ask which things on the list will definitely get the message of love across?	0	1
3. Make the point that hugs, saying “I love you”, and writing loving notes are three good ways?	0	1

Fidelity Total: _____ (3 possible points)

Home Practice and End of Session Activities

Time for Activity: 2:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to use their Earning Points for Rewards cards at home?	0	1
2. Remind them to hide their compliment card for their youth?	0	1
3. Hand out the Ways to Show Love magnet cards and encourage them to post it at home?	0	1
4. Tell the parents/caregivers about the family session in which they will share the Earning Points for Rewards chart and decide on a privilege/reward with their youth?	0	1
5. Have the parents/caregivers recite the Parent Creed together as a group?	0	1

Fidelity Total: _____ (5 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(39 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 33 Points from Curriculum Activities)

Section 3 - Parent Session 1 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation	Moderate Participation	Active Participation	
0	1	2	3
0	1	2	3

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No 0	Yes 1	Not Necessary 1
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3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 39</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 96</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 113</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 4: Using Consequences

61 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Tools for Parents 1,2,3,and 4 Posters</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Four

Parents will:

- Understand why it's important to stay calm and respectful
 - Learn to use small penalties for small problems
 - Learn to save large consequences for major problems

Home Practice Review

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask parents/caregivers how using the point charts at home worked?	0	1
2. Ask parents/caregivers how giving compliments to youth worked?	0	1
3. Ask parents/caregivers what is going well at home?	0	1

Fidelity Total: _____ (3 possible points)

Video Time: 8:30 Minutes

Activity 4.1- Listing Small Chores

Time for Activity: 6:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to brainstorm a list of short, easy chores to use for penalties and record them on flip chart?	0	1
2. Mention most of the small chores listed in the manual?	0	1

The small chores listed include:

(7 of 9 must be mentioned to score a 1)

- Scrub the toilet*
- Sweep the kitchen floor*
- Take out the garbage*
- Sweep the front porch*
- Clean the bathroom sink and counter*
- Pick-up newspapers in the TV room*
- Wipe off the kitchen counters*
- Dust furniture in one room*
- Fold a load of clothes*

3. Ask parents/caregivers what kinds of small misbehaviors would be appropriate for small chores?	0	1
---	---	---

Note: Serious problems should be held for a later discussion.

Fidelity Total: _____ (3 possible points)

Video Time: 00:30 Minutes

Activity 4.2 - Listing Small Privileges to Remove

Time for Activity: 4:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have parents/caregivers list small privileges to take away?	0	1
2. Tell parents/caregivers that using chores and taking away privileges won't necessarily work right away?	0	1
3. Tell parents/caregivers that the best privileges to remove are short and easy to keep track of?	0	1
4. Ask parents/caregivers what could happen if they give a large penalty for small misbehavior?	0	1
5. Mention the possible 3 impacts listed in the manuals of giving a large penalty for a small problem?	0	1

The impacts listed include:

- They could become resentful.*
- They could go behind your back.*
- They could try to get even.*

Was the Optional Question Asked? YES NO

What privileges have you already taken away for misbehavior? (The discussion should be focused on small privileges.)

Fidelity Total: _____ (5 possible points)

Video Time: 4:00 Minutes

Activity 4.3 - Using Small Chores and Removing Privileges

Time for Activity: 8:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out one Small Penalties for Small Problems worksheet per participant?	0	1
2. Give an example of a small misbehavior to work on at home (e.g. not doing a chore, not getting up on time)?	0	1
3. Divide the group into pairs to fill out the worksheets? <i>Note: The manual recommends not pairing spouses together.</i>	0	1
4. After 2 minutes ask the pairs to switch roles so that each person fills out his/her worksheet?	0	1
5. Discuss as a large group the penalties the group came up with, ensuring that small misbehaviors and small chores/privileges have been chosen?	0	1

Was the Optional Question Asked? YES NO

Have you had a situation in the past week of two where a small chore might have helped?

Fidelity Total: _____ (5 possible points)

Video Time: 0:30 Minutes

Activity 4.4 - Staying Calm

Time for Activity: 5:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask parent/caregivers when it's hardest to stay calm?	0	1
2. Mention the times in the manual listed as difficult times to stay calm? <i>The following are listed:</i> <input type="checkbox"/> <i>When I am busy</i> <input type="checkbox"/> <i>At the end of a long day</i> <input type="checkbox"/> <i>When I am upset with someone else</i> <input type="checkbox"/> <i>When I am not feeling well</i>	0	1
3. Have group brainstorm what they could do to calm down so that the consequences they give are more likely to work?	0	1

Were the Optional Questions Asked? YES NO

Can you remember a time when you "lost it" because you were upset? What was the situation?

Can you remember a time when you stayed calm even though you were frustrated?

Fidelity Total: _____ (3 possible points)

Video Time: 5:30 Minutes

Activity 4.5 - Big Penalties for Big Problems

Time for Activity: 6:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask parents/caregivers to think of a mistake they may have made when they were young, the consequences, and what they learned?	0	1
2. Hand out the Big Penalties for Big Problems worksheet and ask pairs to brainstorm larger jobs and privileges for larger problems? <i>Note: The manual recommends not pairing spouses/couples together.</i>	0	1
3. After 2 minutes, have pairs change roles for each to fill out his/her worksheet?	0	1
4. Discuss what the participants wrote as a large group, making certain that the consequences were reasonable?	0	1
5. Ask the group what would be too big a penalty for even a very large problem?	0	1

Was the Optional Question Asked? YES NO

Knowing that each child is different, what penalty might not work for your child? Why? What may happen if you ignore big problems and don't give consequences?

Fidelity Total: _____ (5 possible points)

No Video Narration Between Activity 4.5 and the Home Practice/End of Session Activities

Home Practice and End of Session Activities

Time for Activity: 3:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to give a small chore at home for misbehavior?	0	1
2. Hand out the Remember magnet cards and encourage the participants to post it at home with the magnet provided?	0	1
3. Tell the parents/caregivers about the family session in which they will discuss family values and make a family shield?	0	1
4. Have the parents/caregivers recite the Parent Creed together as a group?	0	1

Fidelity Total: _____ (4 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(34 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 28 Points from Curriculum Activities)

Section 3 - Parent Session 4 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0		Yes 1		Not Necessary 1

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation		Moderate Participation		Active Participation
0	1	2	3	4

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No 0	Yes 1	Not Necessary 1
---------	----------	--------------------

3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 34</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 91</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 108</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 5: Building Bridges

58 - 63 1/2 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Tools for Parents 1,2,3,4,and 5 Posters</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Five

Parents will:

- Understand the value of good listening
 - Learn to listen for feelings
- Understand the basis for misbehavior

One Minute Is Allotted For The ‘As Parents/Caregivers Arrive’ Activities.

Home Practice Review

Time for Activity: 5:00 - 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers how the small chores for small problems worked?	0	1
2. Ask the parents/caregivers what is working well at home?	0	1

Note: If the group generally finishes on time, the facilitator can choose to have the participants discuss in pairs how their day has gone for the first five minutes.

Fidelity Total: _____ (2 possible points)

Video Time: 1:30 Minutes

Activity 5.1- Problems at Work, Poor Listening

Time for Activity: 1:00 Minute

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Process the 2 questions on the screen about the example work problem?	0	1
<input type="checkbox"/> <i>How did the wife respond to her husband?</i>		
<input type="checkbox"/> <i>How did the husband feel?</i>		

Fidelity Total: _____ (1 possible point)

Video Time: 1:30 Minutes

Activity 5.2 - The Visit, Poor Listening

Time for Activity: 1:00 Minute

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Process the 2 questions on the screen about the example in-law visit?	0	1
<input type="checkbox"/> <i>How did the husband respond to his wife?</i>		
<input type="checkbox"/> <i>How did the wife feel?</i>		

Was the Optional Question Asked? YES NO

How might this affect their future communication?

Fidelity Total: _____ (1 possible point)

Video Time: 2:00 Minutes

Activity 5.3 - Shoplifting, Talking about Sex, Poor Listening

Time for Activity: 1:30 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|---|-----------|------------|
| 1. Process the 2 questions on the screen about shoplifting and talking about sex? | 0 | 1 |
| <input type="checkbox"/> <i>What might the boy and girl be feeling?</i> | | |
| <input type="checkbox"/> <i>Will these youth come to their parents again?</i> | | |

Was the Optional Question Asked? YES NO
How will this affect the relationship with their parents/caregivers?

Fidelity Total: _____ (1 possible point)

Video Time: 3:30 Minutes

Activity 5.4 - Shoplifting, Talking about Sex, Good Listening

Time for Activity: 1:30

Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|---|-----------|------------|
| 1. Process the 2 questions on the screen about shoplifting and talking about sex? | 0 | 1 |
| <input type="checkbox"/> <i>What might the boy and girl be feeling?</i> | | |
| <input type="checkbox"/> <i>Will these youth come to their parents again?</i> | | |

Was the Optional Question Asked? YES NO
How will this affect the relationship with their parents/caregivers?

Fidelity Total: _____ (1 possible point)

Video Time: 1:30 Minutes

Activity 5.5 - Listening for Feelings

Time for Activity: 5:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain to the parents/caregivers that some typical statements of young people will be read and that they will respond with “Sounds like you’re feeling . . .” or “You must be feeling . . .” statements?	0	1
2. Read as many statements as time allowed (no less than 6 of the 12 situations)?	0	1
3. Have each parent/caregiver refer to the feeling words on the screen and respond with a “Sounds like you’re feeling . . .” or “You must be feeling . . .” statement?	0	1

Note: If the parent/caregiver can’t make a response, ask others in the group for help.

Was the Optional Activity Used? YES NO

Ask the parents/caregivers to describe situations with their youth in which their youth may have feelings of anger, frustration, hurt, fear, or some other feeling.

Fidelity Total: _____ (3 possible points)

Video Time 3:00 Minutes

Activity 5.6 – What are Qualities You Admire in Parents? Time for Activity: 8:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Refer to the poster of the ideal child? <i>Note: The facilitator should then divide a flip chart into Negative and Positive columns.</i>	0	1
2. Tell the parents/caregivers “Most of us have either experienced or observed parents who have behavior or attitudes we <u>don’t</u> want to follow. Let’s list those behaviors or attitudes we don’t admire under “Negatives”?”	0	1
3. Write the suggested negative qualities on the left of the flip chart? <i>Note: The manual suggests the following negative qualities: abusive, selfish, indulgent</i>	0	1
4. Tell the group “You can probably think of parents/caregivers you know whose parenting style you admire. Now let’s list positive behaviors and qualities we see in caregivers that will help develop the “ideal” child and list in the “Positives” column”? <i>Note: The manual suggests the following opposites: loving, concerned about child, sets limits, patient, accepting, good with family traditions, spend fun family time with the kids, good listener.</i>	0	1
<i>Note: If time allows, go back under each item in the “Negatives” and tell one behavior that could replace it to make it a positive (ex. Instead of abusive, a caregiver could get on a child’s eye level and explain a rule).</i>		
5. Have the participants name things they do as parents that they feel good about?	0	1

Fidelity Total: _____ (5 possible points)

Video Time: 1:00 Minute

Activity 5.7 - Youth Meeting Needs in Negative Ways

Time for Activity: 7:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the parents/caregivers that everything their youth does is an attempt to meet a deep-down need?	0	1

Note: Set up flip chart to write each need down, with a “-“ and “+” column for each.

Note: Explain to caregivers that if they don’t help or encourage their youth to meet needs in positive ways, youth will meet those needs in negative ways.

2. Explain the need of <u>belonging</u> ? (Like people care about them & they are not alone in the world)	0	1
---	---	---

3. Explain the need of <u>enjoyment</u> ? (Fun-this is true for caregivers too!)	0	1
--	---	---

4. Explain the need of <u>power</u> ? (Sometimes thought of as negative, but is really having a sense that you make a difference in the world/that you are important)	0	1
---	---	---

5. Explain the need of <u>independence</u> ? (One of the hardest for caregivers to accept. Youth need to gradually learn to think for themselves and make some of their own decisions)	0	1
--	---	---

6. Read situations from the manual and ask parents/caregivers to name what basic needs the youth might be trying to meet?	0	1
---	---	---

Note: There are no wrong or right responses. Parents/Caregivers should be referred to the list of needs on the video screen.

7. Ask parents/caregivers what <u>negative</u> ways youth might try to meet needs in each of the 4 categories one at a time and record the responses on the flip chart? Go back and record <u>positive</u> ways for each category?	0	1
--	---	---

8. Mention most of the negative ways listed in the manual?	0	1
--	---	---

Those listed in the manual include: (6 of 8 must be mentioned to score a 1)

- being mouthy*
- drinking*
- sex*
- shoplifting*
- refusing to do chores*
- drugs*
- gangs*
- reckless driving*

Note: The discussion is followed by video narration and the facilitator will ask questions shown on the video screen.

Fidelity Total: _____ (8 possible points)

Video Time: 5:00 Minutes

Activity 5.8 - Discussion of Meeting Needs in Positive Ways Time for Activity: 3:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Did the leader process the question on the screen?	0	1

What other ways can you help your kids meet needs for independence and power?

2. Mention most of the ways listed in the manual that youth can meet needs in a positive way?	0	1
---	---	---

(4 of 6 must be mentioned to score a 1)

The ways listed in the manual include:

- choosing their own clothes and hairstyles*
- helping to solve problems*
- having input on some rules and consequences*
- choosing what chores to do*
- giving responsibility for some family need*
- encouraging skills*

Fidelity Total: _____ (2 possible points)

Video Time: 1:00 Minute

Activity 5.9 - Talking to Kids

Time for Activity: 2:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Process the 2 questions on the screen?	0	1

- What might the kid be feeling?*
- How could the parents handle the situations?*

Note: Possible answers for the second question include: tell your youth you will be there to talk later if he/she wants to, stop pressuring after the youth says or shows he/she doesn't want to talk and try to open discussion at a later time.

Was the Optional Activity Used? YES NO

Brainstorm good times to talk with youth. If used, the facilitator should mention the following: doing a chore together, driving them somewhere, after school, during TV commercials, bed time, and sitting around the supper table.

Fidelity Total: _____ (1 possible point)

No Video Narration Between Activity 5.9 and the Home Practice/End of Session Activities.

Home Practice and End of Session Activities

Time for Activity: 2:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to find a time during the week to listen to their youth and try to see how he/she is feeling?	0	1
2. Hand out the All People Need magnet cards and encourage the participants to post it at home on the magnet provided?	0	1
3. Tell the parents/caregivers that the family session will begin with a listening game offering them a chance to listen for their youth's feelings?	0	1
4. Explain that each family will hold a family meeting to work on a small problem and remind the parents/caregivers of their youth's need for independence and belonging and the importance of seeking their youth's input?	0	1
5. Have the parents/caregivers recite the Parent Creed together as a group?	0	1

Fidelity Total: _____ (5 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(36 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 30 Points from Curriculum Activities)

Section 3 - Parent Session 5 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0		Yes 1		Not Necessary 1

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation	Moderate Participation	Active Participation	
0	1	2	3
			4

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No	Yes	Not Necessary
0	1	1

3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 36</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 93</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 110</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 6: Protecting Against Substance Abuse

62 1/2 Minutes Total

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Tools for Parents 1, 2, 3, 4, 5, and 6 Posters, Tools and Skills for Parenting Youth Poster, and Who, What, Where, When Poster</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Six

Parents will:

- Help protect their youth against drug and alcohol abuse
- Learn ways to interact effectively with the youth's school
 - Monitor their youth

One Minute Is Allotted For The 'As Parents/Caregivers Arrive' Activities.

Home Practice Review

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to share a time when they listened for their youth's feelings?	0	1
2. Ask the parents/caregivers if they could see their youth's point of view?	0	1
3. Ask what is going well at home with their youth?	0	1

Fidelity Total: _____ (3 possible points)

Video Time: 3:00 Minutes

Activity 6.1 - Different Values on Alcohol, Tobacco and Drugs

Time for Activity: 3:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask what views they heard the parents talk about?	0	1
2. Were the views listed in the manual mentioned?	0	1

The views listed in the manual include: (4 of 5 must be mentioned to score a 1)

- Youth should not drink ever, even with parents/caregivers or on holidays.
- Youth can taste beer or wine at home with their parents/caregivers, but should not drink away from home.
- Older youth may experiment but young youth should not be allowed to drink.
- Parents/caregivers may need to get alcohol out of the house.
- You need to know values of the parents/caregivers of your youth's friends.

Was the Optional Question Asked? YES NO

Ask the parents/caregivers if their views on tobacco, drug, and alcohol are similar or different from the ones of the parents in the skit.

Fidelity Total: _____ (2 possible points)

Video Time: 7:30 Minutes

Activity 6.2 - Supporting Your Youth in School

Time for Activity: 6:00 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Ask what Justin’s mom thought might improve her son’s attitude about school? | 0 | 1 |
| 2. Ask what ways parents/caregivers can help their child to do better in school? | 0 | 1 |
| 3. Make certain that most of the ways parents/caregivers can promote school success that are listed in the manual were mentioned? <i>(5 of 7 must be mentioned to score a 1)</i> | 0 | 1 |
| <i>The following ways are listed in the manual:</i> | | |
| <input type="checkbox"/> <i>Talk together as parents or with friends to get ideas.</i> | | |
| <input type="checkbox"/> <i>Make sure homework gets done.</i> | | |
| <input type="checkbox"/> <i>Go to school activities like sports or concerts.</i> | | |
| <input type="checkbox"/> <i>Talk to the teacher.</i> | | |
| <input type="checkbox"/> <i>Have a specific time and place for homework.</i> | | |
| <input type="checkbox"/> <i>Try to support the teacher, unless it will harm your child.</i> | | |
| <input type="checkbox"/> <i>Compliment your child when he/she finishes homework.</i> | | |
| 4. Read aloud ‘Your Rights as a Parent’ from the video screen? | 0 | 1 |
| <i>Note: The narrator does not read the rights. The facilitator is to do so after 5 minutes.</i> | | |

Was the Optional Question Asked? YES NO
Was there something at school that kept you interested and involved?

Fidelity Total: _____ (4 possible points)

Video Time: 4:00 Minutes

Activity 6.3 - Discussion of Who, What, Where, When

Time for Activity: 4:00 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|---|-----------|------------|
| 1. Show poster of Who, What, Where, and When? | 0 | 1 |
| 2. Read scenes and ask the parents/caregivers to practice asking, Who, What, Where, and When while the activity leader responds as a youth? | 0 | 1 |

Fidelity Total: _____ (2 possible points)

Video Time: 2:30 Minutes

Activity 6.4 - A Letter to Your Child

Time for Activity: 9:00 Minutes

Note: This is a video directed activity.

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|---|-----------|------------|
| 1. Pass out the I Love You and I Want Good Things For You worksheet? | 0 | 1 |

Notes: Spouses/couples should discuss the answers and fill out a joint letter.

If multiple youth are enrolled, the parent(s)/caregiver(s) should complete a letter for each youth.

- | | | |
|--|---|---|
| 2. Circulate to offer help to parents/caregivers who need it during the narration? | 0 | 1 |
|--|---|---|

Note: If a parent/caregiver has problems writing, help him/her come up with just a word or two.

Fidelity Total: _____ (2 possible points)

The Video Narration Continues Between Activities 6.4 and 6.5

Activity 6.5 - Things You Can Do to Prevent Substance Abuse

Time for Activity: 4:00 Minutes

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Post the Tools and Skills for Parenting Youth poster (2 poster pages)? | 0 | 1 |

- | | | |
|---|---|---|
| 2. Ask the parents/caregivers to point out things on the list that they could do to help prevent substance abuse? | 0 | 1 |
|---|---|---|

- | | | |
|---|---|---|
| 3. Tell the parents/caregivers that all the things on the list show love and set limits and can help prevent substance abuse? | 0 | 1 |
|---|---|---|

Fidelity Total: _____ (3 possible points)

Video Time: 00:30 Minutes

Activity 6.6 - Possible Solutions to Situations

Time for Activity: 6:00 Minutes

Note: This activity is video directed. Ten vignettes are shown and 30 seconds are allotted after each for participant responses.

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Encourage the parents/caregivers to name tools from the poster to handle each of the 10 situations portrayed on the video?	0	1
2. Help the parents/caregivers see that there are multiple possible answers?	0	1
3. Encourage all of the parents/caregivers to participate?	0	1

Fidelity Total: _____ (3 possible points)

No Narration Between Activity 6.6 and the Home Practice and End of Session Activities.

Home Practice and End of Session Activities

Time for Activity: 2:30 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the parents/caregivers to use the Who, What, When, and Where questions at home?	0	1
2. Ask the parents/caregivers to look for situations to use all the tools of the program at home?	0	1
3. Pass out the Who, What, Where, and When magnet card and encourage them to post it at home with the magnet provided?	0	1
4. Pass out the Handling Peer Pressure card?	0	1
5. Explain that in the family session the parents/caregivers will watch a video and help their youth to practice peer pressure resistance steps?	0	1
6. Explain that in the family session, the parents/caregivers will read their letters to their youth.	0	1
7. Explain that in the family session, a game about reaching goals will be played?	0	1
8. Have the parents/caregivers recite the Parent Creed together as a group?	0	1

Fidelity Total: _____ (8 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(33 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 27 Points from Curriculum Activities)

Section 3 - Parent Session 6 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation	Moderate Participation	Active Participation	
0	1	2	3
0	1	2	3

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No 0	Yes 1	Not Necessary 1
---------	----------	--------------------

3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 33</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 90</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 107</i>	

Strengthening Families Program: For Parents & Youth 10-14

Fidelity Observation Form

*Modified Version of the Developer's Fidelity Observation Forms – Created by the EPISCenter, August 2010
Updated by the EPISCenter, August, 2016*

Parent Session 7: Getting Help for Special Family Needs

75 1/2 Minutes Total

****Note: This session and the Youth Session will be longer than the usual hour to accommodate the final activities. The Family Session may not take the full hour.**

Observer's Name: _____

Date: ____/____/____ Session's Start Time: ____:____ Session's End Time: ____:____

Parent Facilitator/Leader: _____

Youth Facilitator/Leader 1: _____

Youth Facilitator/Leader 2: _____

Session Location: _____

Total Number of Participants: _____

Number of Participants Arriving After the Start of the Session: _____

Number of Participants Leaving Before the End of the Session: _____

Section 1 - Room and Equipment Rating

Rate each of the facility components by circling a number from 0 (lowest rating) to 4 (highest rating):

	Totally Inadequate	Not Very Good	Adequate	Good	Very Good	
1. Space/Room Set-up: <i>(room size and configuration, set-up of chairs/tables/desks, etc.)</i>	0	1	2	3	4	
2. Comfort Level: <i>(lighting, temperature, acoustics, distracting noises, etc.)</i>	0	1	2	3	4	
3. Equipment Functioning: <i>(TV, DVD or VCR, projector, etc.)</i>	0	1	2	3	4	Not Required by the Curriculum 4

Briefly describe any problems with the room or equipment:

Total Points for Section 1 - Room/Equipment: _____ (12 Possible Points)

Section 2 - Curriculum Adherence Rating

Pre-Session Activities

	No	Yes
1. Were all the supplies that are indicated in the manual available & utilized?	0	1
2. Were the posters & ground rules utilized/posted as indicated in manual? <i>Tools for Parents Posters 1,2,3,4,5,6, Personal and Community Resources for Families Poster, and Tools and Skills For Parenting Youth Posters (2)</i>	0	1
3. Was the facilitator on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitator act friendly and greet participants as they came?	0	1
5. Did the facilitator take attendance?	0	1
6. Did each of the participants receive a name tag?	0	1

Points _____ (6 Possible Points)

Curriculum Activities

The Goals of Parent Session Seven

Parents/Caregivers will learn:

- To understand special needs that families may have
 - How to help others access support

One Minute Is Allotted For The ‘As Parents/Caregivers Arrive’ Activities.

Home Practice Review - Review of What is Working at Home

Time for Activity: 10:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Post the Tools and Skills for Parenting Youth posters? <i>Note: These posters were used in session 6.</i>	0	1
2. Lead a discussion of what is working at home with a focus on how the parents/caregivers and youth are using the tools and skills?	0	1

Fidelity Total: _____ (2 possible points)

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the group that because they came to the <i>SFP 10-14 program</i> and learned new skills, they are able to offer help and support to others?	0	1
2. Explain that families face two kinds of stress – stress from normal changes and stress from special circumstances? <i>Note: Examples of normal changes include the birth of a child or a graduation. Examples of special circumstances include illness or job loss.</i>	0	1
3. Ask the parents/caregivers to list both kinds of stresses and record them on the flip chart?	0	1
4. Mention most of the stresses listed in the manual? <i>The manual lists the following kinds of stresses: (12 of 16 must be mentioned to score a 1)</i>	0	1
<input type="checkbox"/> <i>Birth of a child</i> <input type="checkbox"/> <i>Busy schedules for youth and parents</i> <input type="checkbox"/> <i>Child moving out for college or first job</i> <input type="checkbox"/> <i>A new job</i> <input type="checkbox"/> <i>Loss of a job</i> <input type="checkbox"/> <i>Serious illness of a family member</i> <input type="checkbox"/> <i>A child with special needs</i> <input type="checkbox"/> <i>Divorce</i>	<input type="checkbox"/> <i>A child entering school</i> <input type="checkbox"/> <i>High school graduation</i> <input type="checkbox"/> <i>Marriage of a child</i> <input type="checkbox"/> <i>Caregiving for older family members</i> <input type="checkbox"/> <i>Family financial loss</i> <input type="checkbox"/> <i>Death of a family member or friend</i> <input type="checkbox"/> <i>Serious marital problems</i> <input type="checkbox"/> <i>Remarriage</i>	
5. Ask the participants to identify (star) items for which a family might need special help (from friends, extended family, church, community services, etc...)?	0	1
6. Have the participants name things on the list that could affect a pre-teen or teen?	0	1
7. Ask the parents/caregivers how the youth may be affected?	0	1
8. Make the point that <u>all</u> family stresses affect youth?	0	1

Fidelity Total: _____ (8 possible points)

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Make the point that all families can use extra help and support in times of special need?	0	1
2. Tell the group that it is hard for most people to reach out for help and that it takes a strong family to be willing to ask for help? <i>Note: The manual highlights that it is a sign of strength when families reach out for help.</i>	0	1
3. Read the scenario in the manual? <i>Note: The scenario in the manual describes John and Mary Smith's worries about their son, Brian, and his changed behavior.</i>	0	1
4. Ask the group to brainstorm people, groups, or agencies that the parents in the scenario could go to for help? <i>(4 of 6 must be mentioned to score a 1)</i> <i>The manual instructs the facilitator to mention the following:</i>	0	1
<input type="checkbox"/> Friends		
<input type="checkbox"/> Teachers		
<input type="checkbox"/> Religious Leader		
<input type="checkbox"/> School Counselor		
<input type="checkbox"/> Family Physician		
<input type="checkbox"/> Youth Services Agency		
5. Post the Personal and Community Resources for Families poster?	0	1
6. Divide the group into smaller discussion groups? <i>Note: Groups should have 2-4 members.</i>	0	1
7. Pass out a Getting Families the Help They Need worksheet to each participant?	0	1
8. Have the groups read the worksheet scenario, name resources from the poster that the family could use, and write the suggested resources on their worksheets?	0	1
9. Lead a group discussion about the resources that the family in the scenario could use?	0	1

Fidelity Total: _____ (9 possible points)

Activity 7.3 - Using Community Resource Directories

Time for Activity: 12:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out a local Community Resource Directory or packet of resources, one per family?	0	1
2. Have participants page through the resource directory or packet, and discuss the resources available?	0	1
3. Ask the discussion groups to return to the Getting Families the Help They Need worksheet and record contact people, phone numbers, addresses, and websites for the services they listed in Activity 7.2 on their worksheet?	0	1
4. Lead a large group discussion of their answers to compare?	0	1

Fidelity Total: _____ (4 possible points)

Activity 7.4 - Looking Close to Home

Time for Activity: 5:00 Minutes

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out a Looking Close to Home worksheet to each parent/caregiver?	0	1
2. Have participants think of a friend, relative, or community member who may be experiencing stresses and have each participant fill out Part I of the worksheet?	0	1
3. Tell participants that they will not be sharing names or personal details?	0	1
4. Ask participants to name something positive they could do to offer support?	0	1
5. Have each parent/caregiver focus on a stress or concern in their family and fill out Part II of the worksheet?	0	1
6. Tell participants they will not share the information on their worksheet?	0	1

Fidelity Total: _____ (6 possible points)

Activity 7.5 - Letter to Youth

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the parents/caregivers that they (and the youth) will fill out letters to each other?	0	1
2. Hand out the Letter to Youth ?	0	1
<i>Note: Couples can complete a letter to their youth jointly.</i>		
3. Read the letter aloud and ask parents/caregivers to write their responses in the blank spaces. Pausing after each sentence?	0	1
4. Distribute pre-stamped envelopes to each parent/caregiver or couple?	0	1
5. Ask them to put the letter in the envelope, address it to their youth, and collect the envelopes?	0	1

Note: The letters are to be mailed by the program coordinator 3-4 weeks after the program concludes.

Fidelity Total: _____ (5 possible points)

Activity 7.6 – Parent/Caregiver (Post) Survey

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out the Parent/Caregiver Post Survey to each participant?	0	1
2. Circulate to assist the participants in completing the evaluations?	0	1

Note: The EPISCenter recommends that the facilitators read the survey questions aloud and also offer assistance to the participants as needed.

Fidelity Total: _____ (2 possible points)

Home Practice and End of Session Activities

Time for Activity: 3:30 Minutes

Note: No time is allotted in the manual for the Home Practice.

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Thank the parents/caregivers for coming to the <i>SFP 10-14</i> program?	0	1
2. Encourage the parents/caregivers to continue to use the tools they learned?	0	1
3. Inform the participants of any planned booster sessions? <i>(If no booster sessions are planned, circle 1.)</i>	0	1
4. Pass out the Strong Families magnet cards?	0	1
5. Tell the parents/caregivers that there will be a program review (slide show or video show) of the program activities in the family session with a special graduation celebration?	0	1
6. Have the parents/caregivers recite the Parent Creed together as a group ?	0	1

Fidelity Total: _____ (6 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(42 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 36 Points from Curriculum Activities)

Section 3 - Parent Session 7 Fidelity Observation Summary

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Group Participation

1. How actively did the **group participate** in the discussions and exercises?

Little to No Participation		Moderate Participation		Active Participation
0	1	2	3	4

2. Were participants referred to the **ground rules** as necessary to redirect behavior?

No	Yes	Not Necessary
0	1	1

3. Indicate any areas of concern or conflict among participants:

4. Indicate any disagreements about the session content:

5. Indicate any improvements needed by the facilitator to more effectively engage the participants:

Total Points for Section 4 - Group Participation: _____ (5 Possible Points)

Fidelity Rating Summary			
Rated Component	Points Awarded by the Observer	Possible Points	Percentage
Section 2 – Curriculum Adherence		<i>Divide by 42</i>	
Section 3 – Facilitator’s Delivery		<i>Divide by 57</i>	
Sub-Score for Curriculum and Delivery Adherence -	<i>Only Enter the Sum of the Curriculum Adherence and Facilitation Points Here:</i>	<i>Divide by 99</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 4 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 116</i>	