

Aggression Replacement Training®

Fidelity Tools Workbook

INSTRUCTIONS FOR USE OF FIDELITY TOOLS

The success of any Aggression Replacement Training® project lies within the level of adherence to fidelity protocols. Fidelity protocols were initially developed by Arnold P. Goldstein (1994) and then further developed by Amendola & Oliver (2002, 2019). The fidelity tools have two purposes:

1. For the facilitator, to assure that they have completed all of the fidelity tasks within any of the component sessions. One tool should be completed jointly by both facilitators to evaluate whether or not they completed the task and to complete the self-evaluation portion of the tool. The facilitator should assure that all sections of the tool are fully filled out which is important information for the observer.
2. Master and agency trainers utilize the tools for supervision and ongoing fidelity management. The tools must be submitted to the assigned observer prior to any coaching call or session to allow the observer to fully review the tool.

The observer is evaluating adherence to fidelity protocols and quality of the session to include engagement, pacing and content knowledge.

Scoring

When the observer is conducting direct observation, they can score each fidelity task up to 3.0. Due to the nature of each fidelity step, there are multiple tasks that need to be completed to fully meet the adherence protocol. The observer can score a particular step based on the quality of delivery. For example, if a facilitator does not go in the correct order of feedback but conducts all the parts, an observer might award 2.5 points for that step.

SKILLSTREAMING FIDELITY FORM (Observation Scoring)

INSTRUCTIONS = Pages 1 & 2 filled out by Trainer/Co-Trainer following group
(20% of sessions to be observed by a trained facilitator who should complete the scoring matrix when filling out for fidelity)

Facility _____ Observer _____ Title _____
Date _____ Trainer _____ Title _____
Time Session Began _____ Co-Trainer _____ Title _____
Time Session Ended _____ Number of Youth Attending _____

Scoring Matrix: (3) Exceeds Standard · (2) Meets Standard · (1) Improvement Needed · (0) Did Not Do
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Skillstreaming Skill: _____ **Score**

1. Reviewed homework? Yes ____ No ____ _____
Comments:
2. Were group norms reviewed? Yes ____ No ____ _____
Comments:
3. What visual aids were used? _____ poster of the skill of the week _____
_____ skill cards for groups _____
_____ other visual aid flip chart _____
4. Was the skill introduced, rationale question asked, steps read and explained? _____
Yes ____ No ____ _____
Comments:
5. Was the skill modeled by Trainer/Co-trainer? Yes ____ No ____ _____
Comments:
6. Were all the steps for performing the skill identified during modeling? _____
Yes ____ No ____ _____
Comments:
7. Were the modeling demonstrations relevant to the youth? _____
(i.e., adolescent situations) Yes ____ No ____ _____
Comments:
8. Was there clear delineation of actual talk versus self-talk and was there movement involved? Yes ____ No ____ _____
Comments:
9. Did the Trainer establish each young person's need for the skill?
Were the detailed questions "with whom, when and where" asked? _____
Yes ____ No ____ *Comments:*

- | | <u>Score</u>
_____ |
|---|-----------------------|
| 10. Did each youth role-play the skill of the session as the Main Actor?
Yes _____ No _____
Comments: | _____ |
| 11. Did each youth provide performance feedback to role-play of the other youth?
Yes _____ No _____
Comments: | _____ |
| 12. Was order of performance feedback given to role-playing youth appropriate?
Co-actor, Trainees, Trainers, Main Actor (preferred order) Yes ___ No ___
Comments: | _____ |
| 13. Were homework assignments given to each youth? Was the question
“Can you perform this skill this week?” asked? Yes _____ No _____
Comments: | _____ |
| 14. Was behavior management (inappropriate youth behavior) an issue
during the session? Yes ___ No ___ If there were behavior management
issues, how were they handled?
Comments: | _____ |

Rating Scale:

39 - 42 Exceeds Expected Standard
28 - 38 Meets Expected Standard
< 28 Improvement Needed

TOTAL SCORE out of 42 = _____

Items for Post group debriefing between Observer and Group Trainer and Co-trainer:

15. Trainer’s self-evaluation of sessions and ideas for improvement:

Comments:

16. Co-trainer’s self-evaluation of session and ideas for improvement:

Comments:

17. Observer’s feedback and recommendations:

Comments:

Is remediation needed? Yes _____ No _____

If yes, complete Professional Development Plan. Attach Plan to this scoring sheet.

Facilitator Signature _____ Date _____

Observer’s Signature _____ Date _____

Professional Development Plan

Observation Date _____ Facility _____

Facilitator _____ Observer _____

1. Description of problem areas: (Content Knowledge Delivery, Adherence to Fidelity Protocols, Engagement, Behavior Management):

2. Detailed description of how remediation will occur, by whom, and how oversight will be provided (i.e. how often coaching will occur, co-facilitation with coach, etc.)

3. Dates of follow-up observations and de-briefing of observations:

Facilitator's Signature _____

Date _____

Observer's Signature _____

Date _____

ANGER CONTROL FIDELITY FORM (Observation Scoring)

INSTRUCTIONS = Pages 1 & 2 filled out by Trainer/Co-Trainer following group
(20% of sessions to be observed by a trained facilitator
who should complete the scoring matrix when filling out for fidelity)

Facility _____ Observer _____ Title _____
Date _____ Trainer _____ Title _____
Time Session Began _____ Co- Trainer _____ Title _____
Time Session Ended _____ Number of Youth Attending _____

Scoring Matrix: (3) Exceeds Standard · (2) Meets Standard · (1) Improvement Needed · (0) Did Not Do

Anger Control Week: _____	Score
1. Reviewed homework? Yes ____ No ____ <i>Comments:</i>	_____
2. Were group norms reviewed? Yes ____ No ____ <i>Comments:</i>	_____
3. What visual aids were used? ____ poster of the skill of the week ____ skill cards for groups ____ other visual aid	_____
4. Was the sequence step introduced and briefly explained? Yes ____ No ____ <i>Comments:</i>	_____
5. Was sequence modeled by Trainer/Co-trainer? Yes ____ No ____ <i>Comments:</i>	_____
6. Were all the steps for performing the sequence identified during modeling? Yes ____ No ____ <i>Comments:</i>	_____
7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)? Yes ____ No ____ <i>Comments:</i>	_____
8. Was there clear delineation of actual talk versus self-talk and was there movement involved? Yes ____ No ____ <i>Comments:</i>	_____

Score

9. Did the Trainer establish each young person's *need* for the skill?
Yes ____ No ____ **Comments:** _____

10. Did each youth role-play the sequence of the session as the Main Actor?
Yes ____ No ____ **Comments:** _____

11. Did each youth provide performance feedback to role-play of the other youth?
Yes ____ No ____ **Comments:** _____

12. Was order of performance feedback given to role-playing youth appropriate?
Co-actor, Trainees, Trainers, Main Actor (preferred order)
Yes ____ No ____ **Comments:** _____

13. Were homework assignments given to each youth?
Yes ____ No ____ **Comments:** _____

14. Was behavior management (inappropriate youth behavior) an issue during the session? Yes
____ No ____ **Comments:** _____

If there were behavior management issues, how were they handled?
Comments:

<p><u>Rating Scale:</u> 39 -42 Exceeds Expected Standard 28-38 Meets Expected Standard < 28 Improvement Needed</p>
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<p><u>TOTAL SCORE</u> out of 42 = _____</p>
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Items for Post group debriefing between Observer and Group Trainer and Co-trainer:

15. Trainer's self-evaluation of sessions and ideas for improvement:

Comments:

16. Co-trainer's self-evaluation of session and ideas for improvement:

Comments:

17. Observer's feedback and recommendations:

Comments:

Is remediation needed? _____ Yes _____ No

If yes, complete Professional Development Plan. Attach Plan to this scoring sheet.

Facilitator Signature: _____ Date: _____

Observer's Signature: _____ Date: _____

Professional Development Plan

Observation Date: _____ Facility: _____

Facilitator: _____ Observer: _____

1. Description of problem areas: (Content Knowledge Delivery, Adherence to Fidelity Protocols, Engagement, Behavior Management):

2. Detailed description of how remediation will occur, by whom, and how oversight will be provided (i.e. how often coaching will occur, co-facilitation with coach, etc.):

3. Dates of follow-up observations and de-briefing of observations:

Observer's Signature: _____ Date _____

Facilitator's Signature: _____ Date _____

Hassle Log I

Name _____ Date _____

Morning _____ Afternoon _____ Evening _____

Where were you?

Classroom _____	Bathroom _____	Off grounds _____
Dorm _____	Team Office _____	Halls _____
Gym _____	Dining room _____	On a job _____
Recreation room _____	Outside/on grounds _____	Other _____

What happened?

Somebody teased me. _____

Somebody took something of mine. _____

Somebody told me to do something. _____

Somebody was doing something I didn't like. _____

I did something wrong. _____

Somebody started fighting with me. _____

Other: _____

Who was that somebody:

Another resident _____ Aide _____ Teacher _____

Another adult _____ Counselor _____

What did you do?

Hit back _____	Told Peer _____
Ran away _____	Ignored it _____
Yelled _____	Used Anger Control _____
Cried _____	Broke Something _____
Was restrained _____	Told aide or counselor _____
Used Skillstreaming skill _____	Walked away calmly _____
Talked it out _____	Other _____

How did you handle yourself?

1	2	3	4	5
Poorly	Not so well	Okay	Good	Great

How angry were you?

	Really	Moderately	Mildly angry but	Not angry
Burning _____	angry _____	angry _____	still okay _____	at all

Hassle Log II

Name _____

Date _____

1. Where were you? _____
2. What was your **External Trigger?** (something that happened outside of your body that might make you mad, example – name calling, pushed, etc...)

3. What was your **Internal Trigger?** (negative thoughts that might make you mad, example – everybody is also picking on me, etc...)

4. What were your **Cues?** (things that happen inside your body to let you know that you are angry, example – fast heart rate, clenched fists, etc...)

5. How angry were you?

Not at all			Somewhat					Burning Mad		
1	2	3	4	5	6	7	8	9	10	

6. What **Anger Reducer** did you use?

Counting Backwards Deep Breathing If-Then Thinking Pleasant Imagery

7. Which **Reminder** did you use? (positive thinking/instructions that helps calm you down, example – Relax, Roll with the punches, It's their problem not mine, etc...)

8. What were the positive and/or negative **Consequences** of your behavior?

9. Which **skill** from Skillstreaming group were you able to use during this situation?

10. Self-Evaluation

Self-Rewarding: Which steps did you do well with? Check all that apply.

- Identifying Triggers Identifying Cues Using an Anger Reducer
Using a Reminder Coaching yourself Rewarding yourself for a good job
Looking at the positive and negative consequences of your behavior
Self-Coaching: What could you improve upon?

MORAL REASONING FIDELITY FORM (Observation Scoring)

INSTRUCTIONS = Pages 1 & 2 filled out by Trainer/Co-Trainer following group
(20% of sessions to be observed by a trained facilitator
who should complete the scoring matrix when filling out for fidelity)

Facility _____ Observer _____ Title _____

Date _____ Trainer _____ Title _____

Time Session Began _____ Co- Trainer _____ Title _____

Time Session Ended _____ Number of Youth Attending _____

Scoring Matrix: (3) <i>Exceeds Standard</i> · (2) <i>Meets Standard</i> · (1) <i>Improvement Needed</i> · (0) <i>Did Not Do</i>
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Problem Situation: _____

In the various phases, did I ask questions to:

Phase 1: Introduce the Problem Situation

Score

1. Remind the group of the ground rules for discussion? Yes ____ No ____ _____
2. Was the chart filled out prior to the group session? Yes ____ No ____ _____
3. Make sure the group understood the problem situation ("Who can tell the group just what the problem is"? "Why is that a problem"?) Yes ____ No ____ _____
4. Relate the problem situation to the group members' everyday lives (e.g., "Do problems like this happen? Who has been in a situation like this? Tell the group about it.")? Yes ____ No ____ _____

Phase 2: Cultivate Mature Morality

5. Establish mature morality as the tone for the meeting (e.g., eliciting, listing on easel pad or chalkboard mature reasons for each positive majority decision, **Ask, Don't Tell**)? Yes ____ No ____ _____
6. Utilize Ask Don't Tell and solicit more mature members to challenge immature responses. If there are no mature responses to the question, then the facilitator needs to articulate what a mature response would be to that specific question. _____

Phase 3: Remediate Moral Developmental Delay

7. Use more mature group members and the list of reasons (Phase 2) to challenge the hedonistic or pragmatic arguments of some group members, utilize **Benign Confrontation**? Yes ____ No ____ _____

Score

8. Create role-taking opportunities in other ways as well (e.g., "What would the world be like if everybody did that? How would you feel if you were?") Yes _____ No _____

Phase 4: Consolidate Mature Morality

9. Make positive decisions and mature reasons unanimous for the group (e.g., "Are there any strong objections if I circle that decision as the group decision and underline that reason as the group's number one reason?")? Yes _____ No _____

10. Praise the group for its positive decisions and mature reasons (e.g., "I'm really pleased that the group is able to make so many good, strong decisions and back them up with good, strong reasons." "Would the group like to tape this sheet onto the wall?") Yes _____ No _____

Rating Scale:
28 -30 Exceeds Expected Standard
20-27 Meets Expected Standard
< 20 Improvement Needed

TOTAL SCORE out of 30 = _____

Items for Post-group debriefing between Observer and Group Trainer and Co-trainer:

11. Trainer's self-evaluation of sessions and ideas for improvement:
Comments:

12. Co-trainer's self-evaluation of session and ideas for improvement:
Comments:

13. Observer's feedback and recommendations:
Comments:

Is remediation needed? _____ Yes _____ No

If yes, complete Professional Development Plan. Attach Plan to this scoring sheet.

Facilitator Signature _____ Date _____

Observer's Signature _____ Date _____

Professional Development Plan

Observation Date: _____ Facility: _____

Facilitator: _____ Observer: _____

2. Description of problem areas: (Content Knowledge Delivery, Adherence to Fidelity Protocols, Engagement, Behavior Management):

2. Detailed description of how remediation will occur, by whom, and how oversight will be provided (i.e. how often coaching will occur, co-facilitation with coach, etc.):

3. Dates of follow-up observations and de-briefing of observations:

Observer's Signature: _____ Date _____

Facilitator's Signature: _____ Date _____

AGGRESSION REPLACEMENT TRAINING®

SKILL TRANSFER FORM

Name _____ Staff _____

Site _____ Date _____

1. What was the skill of the week for Skillstreaming?

2. Were you able to role play as the main actor? Yes _____ No _____

3. Did you provide feedback to all peers for all steps? Yes _____ No _____

4. Did you have an opportunity to use the skill? Yes _____ No _____

If yes, with Whom?: _____

When?: _____

Where?: _____

5. What sequence from Anger Control did you work on this week? **Circle one:**

(a) Triggers/Cues/Reducers (b) Reminders (c) Thinking Ahead (d) Self-Evaluation

6. Were you able to role play as the Main Actor? Yes _____ No _____

7. Did you provide feedback to all peers for all steps? Yes _____ No _____

8. Did you experience any external triggers this week? Yes _____ No _____

If you did, what were they?

Did you use a reducer? If so, what was it? _____

How did you handle yourself? Circle one: Poor 1 2 3 4 5 very well

9. What was the theme of this week's dilemma discussion?

