

# 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

<b>Skillstreaming Skill:</b> _____	<b><u>Score</u></b>
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 flip chart	_____
4. Was the skill introduced, rationale question asked, steps read and explained? Yes ____ No ____ <i>Comments:</i>	_____
5. Was the skill modeled by Trainer/Co-trainer? Yes ____ No ____ <i>Comments:</i>	_____
6. Were all the steps for performing the skill 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>	_____
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 ____ <i>Comments:</i>	_____

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

**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):

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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.)

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

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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

<b>Anger Control Week:</b> _____	<b><u>Score</u></b>
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><b><u>Rating Scale:</u></b> 39 -42 Exceeds Expected Standard 28-38 Meets Expected Standard &lt; 28 Improvement Needed</p>
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<p><b><u>TOTAL SCORE</u> out of 42 = _____</b></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):

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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.):

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

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Observer's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Hassle Log I

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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

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## 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...)

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

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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...)

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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...)

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

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

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### 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?

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## 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 \_\_\_\_\_

<b>Scoring Matrix:</b> (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):

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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.):

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

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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?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_