

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

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 following the set timing?	0	1

Fidelity Total: _____ (6 possible points)

Video Time: 2:30 Minutes

Activity 1.1 - Teen Problems

Time for Activity: 5:00 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. 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
<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>	<i>(4 of 6 must be mentioned to score a 1)</i>	

Fidelity Total: _____ (3 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

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 wimpy parenting?

Video Time: 1:30 Minutes

Activity 1.5 - Results of Love and Limits Parenting

Time for Activity: 5:00 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. 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? YES NO

What's the hardest thing about showing love and limits at the same time?

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?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<i>Name one thing do you do well.</i>		

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?	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 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: _____

(48 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 42 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	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 48</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 105</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 122</i>	