

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*

Youth Session 1: Having Goals and Dreams

60 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>Treasure Map Topics Poster, Treasure Map Sample, and Youth Creed</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session One

To help youth:

- get acquainted
- make ground rules and consequences
- think about and visualize dreams and goals for the future

Get Acquainted Icebreaker

Time for Activity: 8:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Divide the group into two teams, facing each other?	0	1
2. Explain that pairs of youth, sitting across from each other, were to name their partner quickly after the blanket was lowered?	0	1
3. Conduct the game so that all of the youth had a chance to be "it"?	0	1

Fidelity Total: _____ (3 possible points)

Was the Optional Activity Used? YES NO

Mix up the pairs to try more name guessing.

Program Overview

Time for Activity: 2:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell youth the meeting times for the next 6 sessions?	0	1
2. Explain that the youth and parents/caregivers meet separately for the first hour and together for the Family Session?	0	1
3. Encourage youth to keep coming even if they have to miss a session?	0	1

Fidelity Total: _____ (3 possible points)

Optional: *Were incentives mentioned?* YES NO

Compliments and Group Ground Rules

Time for Activity: 8:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth sit in a circle and give compliments/appreciations?	0	1
2. Write the youth's suggestions for ground rules on a flip chart?	0	1
3. Write the youths' suggestions for appropriate consequences for each ground rule on the flip chart?	0	1

Note: The facilitator is to help the youth generate specific ground rules and consequences like the following:

Sample Ground Rules -

*One person talks at a time
Respect other people's ideas
Keep your hands to yourself
No throwing things
Confidentiality*

Sample Consequences -

*A reminder from the facilitator
Standing by the person with the inappropriate behavior
Asking the person to give an apology*

Fidelity Total: _____ (3 possible points)

Activity 1.1 - Goals and Steps Toward Goals

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that the group would talk about the youths' goals and dreams for the future?	0	1
2. Have the youth write a goal or dream on a scrap of paper and collect the papers?	0	1
3. Select 2-3 goals (one at a time), write them on the flip chart, and have the youth identify steps to reach each goal?	0	1

Note: The facilitator should save the flip chart page(s) for the family session.

Fidelity Total: _____ (3 possible points)

Activity 1.2 - Making and Sharing Treasure Maps

Time for Activity: 30:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that the youth would be making Treasure Maps using magazine and newspaper clippings?	0	1
2. Show an example of a Treasure Map?	0	1
3. Display the poster listing the Treasure Map Topics?	0	1
4. Tell the youth not to put their names on their map because their parents/caregivers will guess which one is theirs.	0	1
5. Have the magazine and newspaper pictures laid out and divided by topics (in four labeled boxes)?	0	1
6. Manage the distribution of materials for making the Treasure Maps?	0	1
7. Give reminders (every 5 minutes) of the time remaining for the activity?	0	1
8. Ask youth who finished early to share their map with the group?	0	1

Fidelity Total: _____ (8 possible points)

Preparation for the Family Session and Wrap Up

Time for Activity: 2:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that each the parent/caregiver will try to guess which Treasure Map belongs to their youth and will then discuss the map with their youth?	0	1
2. Hand out the When You Were My Age cards to the youth and explain that the youth will ask their parents/caregivers the questions?	0	1
3. Have the youth recite the Youth Creed together as a group?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____ (29 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 23 Points from Curriculum Activities)

Section 3 - Youth Session 1 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 1 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 29</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 143</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 160</i>	

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Fidelity Observation Form

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Youth Session 2: Appreciating Parents

59.5 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>Ground Rules, Gifts Poster, Family Strengths Tree Poster, and Youth Creed</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Two

To help youth:

- Acknowledge their own and their parents'/caregivers' frustrations and difficulties
 - Understand that parent stress may cause them to do or say certain things
 - Appreciate the things that their parents/caregivers do for them

One Minute Is Allotted For The 'As Youth Arrive' Activities.

Mystery Compliments Icebreaker

Time for Activity: 4:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out pencils or same colored pens and 4 X 6 cards and have the youth tape the cards on their backs?	0	1

Note: The facilitators should have the youth use pencils or same colored pens so the youth writing the compliments cannot be identified by the color of ink.

2. Explain they are to finish the statement “One thing I like about you is” for each person in the group?	0	1
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3. Explain that, even though they may not know the person well, they can find something to compliment?	0	1
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4. Ask the youth to read their cards and instruct them to save their cards to take home (not throw them away)?	0	1
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Fidelity Total: _____ (4 possible points)

Round of Compliments

Time for Activity: 2:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth sit in a circle and give compliments?	0	1

Fidelity Total: _____ (1 possible point)

Activity 2.1 - What's Good and What's Hard About Being a Youth or a Parent/Caregiver?

Time for Activity: 19:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Spread out the props and have the youth each choose an item?	0	1
2. Divide into teams according to the props the youth chose? <i>Note: A facilitator should meet with each group in a separate place.</i>	0	1
3. Have the youth on the “youth” team brainstorm 10-15 things that are good about being a kid and write them on the flip chart?	0	1
4. Have the youth on the “youth” team brainstorm 10-15 things that are hard about being a kid and write them on the flip chart?	0	1
5. Have the youth on the “parent/caregiver” team brainstorm 10-15 things that are good about being a parent/caregiver and write them on the flip chart?	0	1
6. Have the youth on the “parent/caregiver” team brainstorm 10-15 things that are hard about being a parent/caregiver and write them on the flip chart?	0	1
7. Have the youth on the “youth” team identify and the top 5 reasons it’s hard to be youth and write each reason on a It’s Hard To Be A Kid card?	0	1
8. Have the youth on the “parent/caregiver” team identify and the top 5 reasons it’s hard to be a parent/caregiver and write each reason on a It’s Hard To Be A Parent/Caregiver card?	0	1
9. Post the teams lists of reasons.	0	1
10. Have the teams face each other and take turns guessing each other’s top five reasons?	0	1
11. Lead the youth in a discussion of 3 questions to process what they learned about being parents/caregivers and youth?	0	1
<input type="checkbox"/> Did anything surprise you about what’s hard about being a youth?		
<input type="checkbox"/> Did anything surprise you about what’s hard about being a parent/caregiver?		
<input type="checkbox"/> What would your parent/caregiver say is hard about being a parent/caregiver?		

Fidelity Total: _____ (11 possible points)

Active Game - Body Talk

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Lead a game?	0	1
If a game was not played, why? (lack of time, behavior, etc...) _____		

Note: The game in the manual involves brainstorming and impersonating famous people. Youth act out famous people without speaking and the remainder of the group guesses who they are impersonating. This activity is not a core component. Another game may be substituted.

Fidelity Total: _____ (1 possible point)

Activity 2.2 - Why Parents/Caregivers Are Stressed

Time for Activity: 12:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Remind the youth that parents/caregivers have stress too and tell them that it helps to understand that parents/caregivers may do or say things due to stressors?	0	1
2. Post the Concerns of Parents/Caregivers in a row on the wall?	0	1
3. Have youth draw from the Things Your Parent/Caregiver Does or Says cards and find the posted concern on the wall that might explain why the parent/caregiver responds that way?	0	1
4. Have the youth read their card and say why they chose the concern they did?	0	1
5. Lead a discussion of what the youth learned about parents/caregivers and stress	0	1
<input type="checkbox"/> <i>What did you learn about why parents/caregivers might do or say what they do?</i>		
<input type="checkbox"/> <i>What did you learn about getting along with parents/caregivers?</i>		

Was the Optional Activity Used? YES NO

Tell the youth that they never know for sure why a person acts the way they do and have the youth select another concern that may have caused the parent/caregiver to do or say what was on their card. Repeat the process of having the youth read their cards and explain their choice.

Fidelity Total: _____ (5 possible points)

Activity 2.3 – Gifts

Time for Activity: 13:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that in this activity the youth will think of things their parents/caregivers do for or with them?	0	1
2. Show the Gifts poster listing the 4 kinds of “gifts” from parents/caregivers? <i>Note: The gift topics are Fun Times, Things You Learn, Material Things, and Ways You Know You Are Loved.</i>	0	1
3. Explain the Gifts worksheet and <u>provide an example</u> of a sheet with items in each box that the youth are less likely to come up with themselves?	0	1
4. Pass out the Gifts worksheet and ask the youth to label the boxes, draw symbols, words, or pictures to represent gifts from their parents/caregivers, and to decorate their “package” if they wish. <i>Note: The facilitator will tell the youth that they will not have to share if they do not wish to.</i>	0	1
5. Have youth that finish early share what they drew if they wish to?	0	1
6. Pass out 4 X 6 cards and ask youth to write an appreciation note for their parent/caregiver?	0	1
7. Write the following phrases on a flip chart as examples? <i>Dear _____</i> <i>One thing you do for me that I really appreciate is _____</i> <i>I really like it when you _____</i>	0	1
8. Circulate to offer help and have the youth sign the note with “Love,” or “Thanks,” followed by their name?	0	1
9. Encourage the youth to take the card home and hide it where their parent/caregiver will find it?	0	1

Was the Optional Question Asked? YES NO

What things did you think of that your parents/caregivers do for you that you hadn't thought of before?

Fidelity Total: _____ (9 possible points)

Home Practice, Preparation for the Family Session, and Wrap Up

Time for Activity: 3:30 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask youth to notice one time during the week that their parent/caregiver is upset and to try to identify the cause of their parents/caregivers feelings and their own feelings/actions?	0	1
2. Explain that in the family session the families will name the good qualities and strengths of each family member?	0	1
3. Show the Family Tree Poster and explain what the parts represent?	0	1
<input type="checkbox"/> <i>Leaves for strengths of each family member</i>		
<input type="checkbox"/> <i>Roots for the strengths of grandparents/other relatives/special support person</i>		
<input type="checkbox"/> <i>Trunk with strengths of the family unit</i>		
4. Have the youth recite the Youth Creed together as a group?	0	1

Fidelity Total: _____ (4 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(41 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 35 Points from Curriculum Activities)

Section 3 - Youth Session 2 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 2 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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
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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 41</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 155</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 172</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*

Youth Session 3: Dealing with Stress

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: (room size and configuration, set-up of chairs/tables/desks, etc.)	0	1	2	3	4	
2. Comfort Level: (lighting, temperature, acoustics, distracting noises, etc.)	0	1	2	3	4	
3. Equipment Functioning: (TV, DVD or VCR, projector, etc.)	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>Ground Rules, Youth Creed</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Three

To help youth:

- Identify situations that may cause stress
 - Identify stress symptoms
 - Learn healthy ways of coping

One Minute Is Allotted For The 'As Youth Arrive' Activities.

Follow-the Leader Icebreaker

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Lead the group in playing the follow the leader game?	0	1

Note: Participants stand in a circle. One person is selected to secretly lead motions that the remainder of the group imitate. Another individual is selected as 'it' and must guess who the leader is. After each guess, the leader becomes the 'it' person and the game continues.

Fidelity total: _____ (1 possible point)

Round of Compliments and Home Practice Review

Time for Activity: 4:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth sit in a circle and give compliments/appreciations?	0	1
2. Ask the youth to share a time during the week when their parent/caregiver was upset?	0	1
3. Ask the youth what might have been causing their parent's/caregiver's stress, what the parent did, and how the youth responded?	0	1

Fidelity total: _____ (3 possible points)

Introduction to Stress Topic

Time for Activity: 2:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the group they would play a game like "Wheel of Fortune"?	0	1
2. Post 6 sheets of paper on the wall and have youth guess letters to make the word "stress"?	0	1

Fidelity total: _____ (2 possible points)

Activity 3.1 - Situations that May Cause Stress

Time for Activity: 9:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|--|
| 1. Define stress and talk about what situations might cause stress?
<i>Note: Mention that stress comes from the OUTSIDE through circumstances or changes in surroundings. Stress is different for everyone. Stress can be negative OR positive. Stress is cumulative-it can build up.</i> | 0 | 1 |
| 2. Draw a figure of a youth on the flip chart and ask the group to give the person a name?
<i>Note: Have the group name the figure with a unisex name (ex. Kris), and not the name of someone in the group.</i> | 0 | 1 |
| 3. Divide the youth into small groups (2-3) and hand out 3-5 sticky notes? Ask them to write in large print several situations that could cause stress to a youth?
<i>Note: The facilitator should write the 4 categories on a flip chart: Situations at Home, Situations at School, Situations with Friends, Other Situations.</i> | 0 | 1 |
| 4. Have the youth put their sticky notes with their identified situations <u>around</u> the figure (because stress comes from the outside)? Have them tell the whole group what they wrote? | 0 | 1 |
| 5. Ensure that most of the situations causing stress listed in the manual were mentioned?
<i>The manual lists the following 14 situations: (11 of 14 must be mentioned to score a 1)</i> | 0 | 1 |
| <input type="checkbox"/> <i>Problems with siblings</i> | | <input type="checkbox"/> <i>Problems with parents/caregivers</i> |
| <input type="checkbox"/> <i>Worry about going to a new school</i> | | <input type="checkbox"/> <i>Peer pressure</i> |
| <input type="checkbox"/> <i>Worry about not being liked</i> | | <input type="checkbox"/> <i>Money problems</i> |
| <input type="checkbox"/> <i>Problems with friends</i> | | <input type="checkbox"/> <i>Worry about family problems</i> |
| <input type="checkbox"/> <i>Not getting along with a teacher</i> | | <input type="checkbox"/> <i>Worrying about bodily changes</i> |
| <input type="checkbox"/> <i>Not liking the way they look</i> | | <input type="checkbox"/> <i>Too much to do</i> |
| <input type="checkbox"/> <i>Having to get up in front of the class</i> | | <input type="checkbox"/> <i>Not making the team</i> |

Fidelity total: _____ (5 possible points)

Activity 3.2 - How Do You Know When You're Feeling Stressed

Time for Activity: 7:00 Minutes

Name of Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain 4 ways you can tell you are under stress: symptoms in the body, feelings or emotions, changes in behavior, and changes in the way you get along with others?	0	1
2. Write the following words on the flip chart: physical, feelings, behavior, relationships?	0	1
3. Divide the youth into small groups, assign each group one of the four signs of stress, and have each group list on separate sticky notes symptoms for their sign-of-stress category? <i>Notes: The facilitators should circulate to offer the groups assistance. If you have a smaller group, mark a "1" if done as a whole group.</i>	0	1
4. Have the youth draw and describe symbols, pictures, or words on/inside the figure to illustrate at least one sign/symptom from each category? <i>Note: Physical (head/stomachache, sweaty palms, blushing), Emotional (anger, frustration, fear, nervousness, sadness), Behavior (saying something mean, blowing up at someone), Relationships (wanting to be alone, thinking no one likes you).</i>	0	1

Fidelity total: _____ (4 possible points)

Active Game – What Do We Have In Common?

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the group play the active game?	0	1

If a game was not played, why? (lack of time, behavior, etc...) _____

Note: The game in the manual involves having youth pairs list what they have in common. This activity is not a core component. Another game may be substituted.

Fidelity total: _____ (1 possible point)

Activity 3.4 - Finding Coping Techniques that Work for Me Time for Activity: 5:00 Minutes

Name of Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth look at the flip chart youth and notice the situations that cause problems or stress.	0	1
2. Pass out the Coping Techniques That Work for Me worksheet and ask the youth to write down a stressful situation that could come up for them in the next week?	0	1
3. Ask the youth to write down possible coping techniques they could use to handle the situation?	0	1
4. Circulate to offer help?	0	1
5. Ask volunteers to share coping techniques from their worksheet or read example situations from the manual?	0	1

Fidelity total: _____ (5 possible points)

Home Practice and End of Session Activities

Time for Activity: 2:30 Minutes

Name of Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the youth to notice two times during the week that they are under stress or upset at home or school?	0	1
2. Ask the youth to consider their feelings and find a positive way to handle their stress?	0	1
3. Explain that in the Family Session, the youth will sit with their parents/ caregivers, watch a video, and hold a family meeting?	0	1
4. Introduce family meetings as a helpful way for youth to help decide rules and be involved in family decisions?	0	1
5. Have the youth recite the Youth Creed together as a group?	0	1

Fidelity total: _____(5 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(41 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 35 Points from Curriculum Activities)

Section 3 - Youth Session 3 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 3 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 41</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 155</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 172</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*

Youth Session 4: Following Rules

60 1/2 Minutes

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>Ground Rules, Youth Creed Poster</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Four

Youth will learn:

- That everyone has rules and responsibilities, adults as well as young people
 - That things go better for them when they follow the rules

Round of Compliments and Home Practice Review Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth sit in a circle and give compliments/appreciations?	0	1
2. Ask the youth to share things they did during the week to handle a stressful situation?	0	1

Fidelity Total: _____ (2 possible points)

Traffic Jam Icebreaker Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Hand out 1 Traffic Jam card to each youth and tell them to keep the identity of their card private? <i>Note: Only 1 Zoom card should be in the group.</i>	0	1
2. Have the youth spread out and select a youth to be the first “driver”?	0	1
3. Instruct the “driver” to approach another youth, recite the phrase on their card, and join together moving shoulder to shoulder?	0	1
4. Have the linked youth move through the room making the sounds on their card and joining shoulder to shoulder with others until they find the person with the “zoom” motorcycle card?	0	1
5. Have the “zoom” person break up the traffic jam by “zooming” through the room and touching the remaining “vehicles”?	0	1

Fidelity Total: _____ (5 possible points)

Was the Optional Activity Used? YES NO

Play the game again.

Activity 4.1 - Driving Game & Game Processing

Time for Activity: 30:00 Minutes Total ~ 25:00 Minutes for the Game and 5:00 Minutes for Processing

Note: The driving game is intended for 10 drivers. While half of the group “drives”, the remaining youth can serve as station masters and hand out cards at the locations.

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that the object of the game is to proceed to each of the 6 locations by following safe driving rules? <i>Note: Say the rules & responsibilities are important.</i>	0	1
2. Place the Location cards in different parts of the room?	0	1
3. Place the Driving Game cards at the appropriate locations?	0	1
4. Assemble the youth at the Driver’s License Station, have them line up by birth month to determine the order of turns, and write the order on a flip chart?	0	1
5. Ask the youth to choose what car they want to “drive” and write the chosen car by the driver’s name on the flip chart?	0	1
6. Have each youth, in the determined order, read and follow the directions on their cards as they move through all 6 locations? <i>Note: When drivers follow the rules, they are instructed to go to the next location and follow the instructions on the next card. When they do not follow a rule, the driver stays at the same location and misses a turn.</i>	0	1
7. Have each youth keep their cards for processing?	0	1
8. Have the youth sit down and process the activity by asking the 6 questions in the manual?		
a. <i>What rules and responsibilities were broken?</i>	0	1
b. <i>What were the consequences of breaking a rule/responsibility?</i>	0	1
c. <i>How did you feel when you had to stay in one place or go back to places?</i>	0	1
d. <i>What were the consequences of following the rules/responsibilities?</i>	0	1
e. <i>Why do we need rules?</i>	0	1
f. <i>What did you learn about rules from this activity?</i>	0	1

Fidelity Total: _____ (13 possible points)

Optional: Players may be rewarded with candy or prizes.

Active Game – Mystery Shape

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Lead the group in playing the Mystery Shape Game?	0	1
2. Ask what problems or frustrations they had and what the activity helped them to think about?	0	1

If a game was not played, why (lack of time, behavior, etc...)? _____

Note: The game in the manual involves having the youth form a square out of a 25 foot long rope while blindfolded. This activity is not a core component and another game can be substituted. However, this game can help youth to recognize the value of leadership, teamwork, and communication needed to complete a task, which reinforces skills being taught in the curriculum.

Fidelity Total: _____ (2 possible points)

Activity 4.2 - Adult Rules and Responsibilities

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that adults have rules too and that they get into trouble when they break the rules?	0	1
2. Divide the youth into pairs and hand out the Adult Rules and Responsibilities cards ?	0	1
3. Ask each pair to think about a possible consequence if the adult does not follow the rule or fulfill the responsibility and to figure out a way to act the consequence out?	0	1
<i>Note: The facilitators should circulate to offer help.</i>		
4. Have the pairs take turns reading the rule on their card and acting out the consequences with the other group members guessing which consequence they are acting out?	0	1
5. Process what the youth learned about adults and rules and responsibilities?	0	1

Fidelity Total: _____ (5 possible points)

Home Practice, Preparation for the Family Session, and Wrap Up

Time for Activity: 4:30 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the youth to notice a time during the week that they follow a rule that is hard to keep?	0	1
2. Ask the youth to notice a time during the week when someone breaks a rule and what the consequence is?	0	1
3. Tell the youth that in the family session they will focus on family values? <i>Note: Say that all families have values but they might be different from one family to the next.</i>	0	1
4. Post the Family Values poster ?	0	1
5. Have youth pair off and have them choose a different value from the poster? <i>Note: Give each pair 2-3 minutes to figure out how they will act out the value they chose for the family session. Facilitators should circulate to offer help if needed.</i>	0	1
6. Show an example and explain to the youth that they will make a family shield representing the values and beliefs that help protect their family and give them strength to meet challenges?	0	1
6. Have the youth recite the Youth Creed together as a group?	0	1

Fidelity Total: _____ (7 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

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

Section 3 - Youth Session 4 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 4 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 40</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 154</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 171</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, Revised August 2013
Updated by the EPISCenter, August, 2016*

Youth Session 5: Dealing with Peer Pressure

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>Youth Figure Drawing, Setting Up the Situation Posters, and Youth Creed</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Five

Youth will learn:

- That drugs and alcohol will hurt them
- To practice skills for resisting peer pressure

One Minute Is Allotted For The 'As Youth Arrive' Activities.

“Wheel of Fortune” Icebreaker

Time for Activity: 3:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Post 12 sheets of lighter-colored construction paper? <i>Note: Leave a space after the first 4 sheets.</i>	0	1
2. Explain that the group would play a “Wheel of Fortune” icebreaker?	0	1
3. Have the youth name letters and write them on the appropriate sheet of paper until the topic word, <u>peer pressure</u> , is guessed?	0	1
4. Tell the group that they will watch a video, Dealing with Peer Pressure , and have a chance to practice peer pressure resistance skills?	0	1

Fidelity Total: _____ (4 possible points)

Round of Compliments and Home Practice Review

Time for Activity: 3:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth sit in a circle and give compliments/appreciations? <i>Note: If a youth is struggling to give a compliment after 15-20 seconds, the leader should offer one.</i>	0	1
2. Ask the youth to tell of a time they broke a rule during the week?	0	1
3. Ask the youth what rules they remembered to keep this week?	0	1
4. Ask the youth if they noticed a consequence that someone got when they broke a rule?	0	1

Fidelity Total: _____ (4 possible points)

Activity 5.1 – What Youth Sometimes Do To Be Liked Time for Activity: 8:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the group the following?		
a. <i>We all want our lives to be happy and trouble free.</i>	0	1
b. <i>Sometimes when things don't seem to be going our way we look for ways to feel better.</i>	0	1
c. <i>When we focus on the negative things in our lives, we might make choices that may harm us.</i>	0	1
<i>Note: Follow up with additional points from curriculum.</i>		
2. Show the group an outlined figure of a typical youth and have the group give the figure a unisex name (ex. Kris), and not the name of someone in the group?	0	1
3. Pass out 2 sticky notes per youth and tell them to write down 2 worries Kris might have about what people think about him/her?	0	1
<i>Note: Ideas of worry are being too short, nervous about an upcoming test, afraid he/she won't be invited to an upcoming party, no or few friends, fighting with family or friends.</i>		
4. Have each youth put their sticky notes inside the outline of Kris, telling the group what they wrote?	0	1
5. Tell the group "Kris wants people to like him/her so sometimes he/she does things to impress others?"	0	1
6. Have each youth write on a sticky note something Kris might do to impress others?	0	1
7. Have each youth post their sticky note outside Kris, telling the group what they wrote?	0	1
8. Tell the youth the following?		
a. <i>Some people use tobacco, drugs, and alcohol in order to look cool and be liked.</i>	0	1
b. <i>Sometimes people turn to tobacco, drugs, and/or alcohol because they think it may make them less sad, less, bored, or less stressed.</i>	0	1
c. <i>Sometimes they think they will fit in or make new friends if they use tobacco, alcohol or other drugs.</i>	0	1
d. <i>Sometimes they think it will be fun/exciting to try smoking, drinking, or taking drugs.</i>	0	1
e. <i>Sometimes youth will think it makes them more grown up or more cool.</i>	0	1
f. <i>Drugs and alcohol may feel good at first but they are hurting you every time you use them.</i>	0	1

Continued...

Activity 5.1 Continued...	<u>No</u>	<u>Yes</u>
9. Tell the youth that although some people may use tobacco, alcohol, or drugs, there are many more kids who do not because they know drugs can hurt them?	0	1
10. Say can you think of ways that tobacco, alcohol, and drugs may hurt you, and write responses on a flip chart? <i>Note: Make sure these are included: affects body-nervous system, impairs judgment and you might do things you normally wouldn't do, might think you are stronger, prettier, smarter, more powerful, Cause more problems with parents, friends, school, law, etc., might hurt relationships with friends and family, false sense of comfort and feeling good.</i>	0	1
11. Say "Most people don't use drugs in middle or high school. And most adults don't use drugs either. Another thing we know is that most kids in middle and high school don't think it is cool to use drugs. Drugs and alcohol may be a problem for a few of your friends but most middle and high school students stay away from them."	0	1
Fidelity Total: _____ (18 possible points)		

Active Game – Pass the Ball	Time for Activity: 5:00 Minutes	
Name of Activity Leader: _____		
Did the Activity Leader:		
	<u>No</u>	<u>Yes</u>
1. Have the youth play a game?	0	1
If a game was not played, why? (lack of time, behavior, etc...) _____		
<i>Note: The game in the manual involves having two teams running around chairs and passing an object. This activity is not a core component. Another game may be substituted.</i>		
Fidelity Total: _____ (1 possible point)		

Activity 5.2 – Situations That Might Get You In Trouble Time for Activity: 3:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain the following?		
a. <i>Goals can help youth make a good life for themselves.</i>	0	1
b. <i>Decisions you make about drugs and alcohol will help decide whether you reach your goals.</i>	0	1
2. Have the youth imagine that a friend asks them to do something that they know is wrong?	0	1
3. Validate that it can be hard to say no to a friend?	0	1
4. Ask the group to name things that friends could ask them to do that might seem fun or cool, but that could get them in trouble and record the answers on a flip chart?	0	1

Fidelity Total: _____ (5 possible points)

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the youth that trouble can sometimes be avoided if they ask questions ahead of time? (<i>ex. Where are we going? What's up?</i>)	0	1
2. Post the Setting Up the Situation posters?	0	1
3. Demonstrate “Asking Questions” when pressured by friends with the co-facilitator twice?	0	1

Note: The facilitators read a line on the Setting Up the Situation poster, assume the roles of resister and pressure, and act out the situation. The facilitators are to clearly demonstrate the asking question step until the resister identifies the trouble the pressure is suggesting. The process is repeated with a second situation.

FACILITATORS WILL NOW ROLE PLAY WITH THE YOUTH. FACILITATORS SHOULD ALWAYS ASSUME THE ROLE OF THE PRESSURER/INSTIGATOR:

4. Take turns with each youth to have him/her practice asking the question? <i>Note: Depending on group size, the facilitators may need to divide the group and work independently with the small groups (about 4-6 in each small group.)</i>	0	1
5. Read a statement from the Setting Up the Situation poster? <i>Note: The statements on the poster allow the resister to ask questions.</i>	0	1
6. Have another youth hold the Ask Questions road sign as a prompt?	0	1
7. Have the resister practice asking questions? <i>Note: The questions should be similar to: What are we going to do? Why do you want to go there?</i>	0	1
8. Have each youth take turns role playing and practicing the “Asking Questions” step with a facilitator as the pressurer/ instigator? <i>Note: This activity is challenging in the time allotted. As many youth as possible should practice. Additional practice opportunities follow in the next activities. Facilitators may need to have different youth demonstrate/practice in each activity so that all the youth have a chance to practice the steps during the session.</i>	0	1

Fidelity Total: _____ (8 possible points)

Activity 5.4 – Name the Problem; Tell What Could Happen Time for Activity: 9:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that naming the problem tells a friend that what they are suggesting is wrong? <i>Note: Examples include “That’s vandalism.” Or “That’s shoplifting.”</i>	0	1
2. Explain that telling what could happen can help the friend recognize the possible consequences, which can keep the youth and their friend out of trouble? <i>Note: Examples include if a friend is saying “Let’s try this drug”, you could say “We could get kicked out of school” or “If my parents find out they’ll kill me.”</i>	0	1
3. Say that telling what can happen is a way the youth can help. It’s like being a stop sign?	0	1
4. Say that when the youth tells what could happen, it clues in your friend to exactly what the consequences are and it could keep you both from getting into serious trouble?	0	1
5. Have the group name some problems and list them on the flip chart? <i>Note: The facilitator should label the flip chart page “Problems.” Examples include shoplifting or stealing, vandalism, underage drinking, against school or family’s rules.</i>	0	1
6. Have group list some bad things that could happen if they give in to peer pressure? <i>Note: The facilitator should label the flip chart page “Tell What Could Happen.” Examples include we could get caught, we could get suspended, we could get grounded, they could call the police.</i>	0	1
7. Demonstrate the new steps (Ask Questions, Name the Problem, and Tell What Could Happen) with their co-facilitator twice, using the same previous situations?	0	1
8. Have the youth continue taking turns role playing with the new steps with a facilitator as the pressure/instigator?	0	1
9. Have other youth hold up Road Signs 1-3 to coach the youth who are role playing?	0	1
10. Involve all the youth in practicing the steps?	0	1

Fidelity Total: _____ (10 possible points)

Activity 5.5 – Suggest Another Route

Time for Activity: 6:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain the “Suggest Another Route” step?	0	1
2. Have the youth list activities they could suggest for another route and record them on the flip chart?	0	1
<i>Note: The facilitator should label the flip chart paper “Suggest Another Route.” Examples include play a video game, play a game of ball, watch a movie, get something to eat, go talk to other friends.</i>		
3. Demonstrate twice with their co-facilitator adding the new steps (Ask Questions, Name the Problem, Tell What Could Happen, and Suggest Another Route)?	0	1
<i>Note: Use the same two situations as before.</i>		
4. Tell the youth that the demonstrations and practices may not have looked/felt like real life and that they are going to watch a video with teens showing how the steps might look in real life?	0	1
5. Show all of the 5 minute video?	0	1

Fidelity Total: _____ (5 possible points)

Video Time: 5:00 Minutes

Activity 5.6 – Practice All the Steps

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth continue role playing, adding the “Suggest Another Route” step?	0	1
2. Have youth hold Road Signs 1- 4 to coach the youth that are role playing?	0	1
3. Involve all the youth in practicing the steps?	0	1
<i>Note: Depending on the group size, facilitators may need to divide the youth into two small groups so that all the youth can participate in practicing the steps. Continue using the flip charts with suggestions.</i>		

Fidelity Total: _____ (3 possible points)

Home Practice, Preparation for the Family Session, and Wrap Up		Time for Activity: 2:00 Minutes
Name of Primary Activity Leader: _____		
Did the Activity Leader:		
	<u>No</u>	<u>Yes</u>
1. Ask the youth to notice a time during the week when they or someone else experiences peer pressure?	0	1
2. Encourage the youth to use the 4 steps they learned if they are pressured to do something wrong?	0	1
3. Tell the youth that they will play a game to practice being a good listener with their parents/caregivers in the family session?	0	1
4. Tell the youth that in the family session they will hold a family meeting and practice solving problems with their parents/caregivers?	0	1
5. Have the youth recite the Youth Creed together as a group?	0	1
Fidelity Total: _____		(5 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(69 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 63 Points from Curriculum Activities)

Section 3 - Youth Session 5 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 5 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 69</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 183</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 200</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*

Youth Session 6: Peer Pressure and Good Friends

60 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? <i>Keeping Out of Trouble and Keeping Your Friends Video Needed for Session.</i>	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Setting Up the Situation Poster, Tell What Could Happen Flip Chart List (Session5), Suggest Another Route Flip Chart List (Session 5), Youth Creed Poster</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Six

To help youth learn:

- Additional skills for resisting peer pressure
 - What good friends are like

One Minute Is Allotted For 'As Youth Arrive' Activities.

Round of Compliments and Home Practice Review

Time for Activity: 3:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth sit in a circle and give compliments/appreciations?	0	1
2. Ask the youth to tell about situations where they saw or experienced peer pressure?	0	1
3. Ask the youth to discuss things they did during the week to handle peer pressure?	0	1

Fidelity Total: _____(3 possible points)

Activity 6.1 – Alcohol and Drugs Keep Us From Reaching Goals

Time for Activity: 4:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the youth the following: When we worked on peer pressure steps before, we talked about drugs and alcohol make you think anything is possible. Drug and alcohol actually change your brain so you can't tell the difference between reality and what's going on inside your head. At first they make you feel good and you don't know that little by little they are hurting you?	0	1
2. Tell the story to make the point that drinking or taking drugs can hurt you or cause serious trouble? <i>Note: You can use a story of your own if you have one about serious trouble a teen got into because of drinking or taking drugs.</i>	0	1
3. Ask the youth to name some goals that would be hard to reach if someone were using drugs and alcohol?	0	1
4. Record the youth's ideas on the flip chart making sure that most of the items in the manual are listed? <i>(4 or more should be mentioned to score a 1)</i>	0	1

The manual lists the following goals:

- Being a sports star*
- Being a doctor or attorney*
- Being a teacher or nurse*
- Going to college*
- Being a good parent/caregiver*

Continued...

5. Explain that a video will be viewed to see steps to take when a friend continues to pressure you and start the video? 0 1

Fidelity Total: _____ (5 possible points)

Video Time: 5:00 Minutes

Activity 6.2 – Start on Your Way

Time for Activity: 7:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain the “Start On Your Way” technique?	0	1
2. Demonstrate with the co-facilitator the steps: Ask Questions, Name the Problem Tell What Could Happen, Suggest Another Route, and Start On Your Way?	0	1
3. Post the Setting Up the Situation posters?	0	1
4. Have youth hold Road Signs 1-6 as prompts during the facilitator’s demonstration?	0	1
5. Show the video?	0	1

Fidelity Total: _____ (5 possible points)

Video Time: 2:00 Minutes

Activity 6.2 – Start on Your Way (Part II)

Time for Activity: Included in the 7:00 Minutes for Activity 6.2

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth take turns practicing all the steps, including the new <i>Start on Your Way</i> step?	0	1
2. Make sure that all the youth were involved in practicing the new step?	0	1

Note: Youth not acting as a pressurer or resister should hold road signs as prompts.

Fidelity Total: _____ (2 possible points)

Activity 6.3 – Saying Your Friend’s Name and “Listen to Me”

Time for Activity: 12:00 Minutes

Inclusive of 9:00 Minutes of Practicing the Steps (See Below)

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that the group would now work on what to do if a friend won’t listen?	0	1
2. Explain that the person who is pressuring is fast and pushy and that the resister may not have time to say all the steps?	0	1
3. Show the new steps on the road signs: Stay Calm and Cool, Say Your Friend’s Name, Say, “Listen to me”?	0	1
4. Continue with the steps after they have the attention of the facilitator pressuring them by Suggesting Another Route, Start On Your Way, and Tell Them To Join You?	0	1
5. Demonstrate with the co-facilitator using a scene previously used?	0	1
<i>Note: The person pressuring has to push hard and fast. The resister should stay calm, say the person’s name, and say “Listen to me.” Once the pressure backs down, the resister should say all the steps.</i>		
6. Demonstrate a second scene with the co-facilitator?	0	1
7. Show the video?	0	1

Fidelity Total: _____ (7 possible points)

Video Time: 5:00 Minutes

Activity 6.3 – Saying Your Friend’s Name and “Listen to Me” (Part II)

Time for Activity: 9:00 Minutes - Included in the Total Time of 12:00 Minutes for Activity 6.3

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Divide the youth into two groups and have them work with the facilitators?	0	1
2. Make sure every youth practices ALL the steps as the resister using the Setting Up the Situation posters and all 9 road signs ?	1	0

Fidelity Total: _____ (2 possible points)

Active Game – Molecules

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

1. Have the group play a game? YES NO
If not, why? (time, behavior, etc...) _____

Notes:

The game outlined in the manual involves the facilitators explaining molecules and having the youth, acting as molecules, move as if the temperature was fluctuating.

The manual instructs playing this game if time allows.

This activity is not a core component of the curriculum.

Activity 6.4 – Goin’ Fishin’: What Makes a Good Friend Time for Activity: 15:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Set up the game by making fishing poles and tying a 10 foot stringer between chairs?	0	1
2. Have youth sitting on the floor facing a blanket?	0	1
3. Have youth take turns fishing, no more than two at a time?	0	1
4. Have youth read their fish and put it on the “stringer” if it’s a “keeper”?	0	1
5. Have youth read their fish and throw it in a bucket if the words on the fish describe a not-so-good friend?	0	1

Note: Say “If you are hanging around people with some of these qualities, how do you think it will affect you? Think silently about one of these qualities that you might have and how you could do some self-improvement.”

Continued...

6. Have a youth read the list of “keepers” on the stringer of the qualities in a good friend and ask them to think about which of these qualities they have and feel good about?	0	1
7. Ask the youth what they think good friends have to do with staying out of trouble?	0	1

Was the Optional Activity Used? YES NO

Have each youth choose a fish from the line that tells a way in which they are a good friend.

Optional: Gummy worm candies may be distributed.

Fidelity Total: _____ (7 possible points)

Home Practice, Preparation for Family Session, Wrap Up Time for Activity: 1:30 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Ask the youth to notice something a friend does to show he or she is a good friend?	0	1
2. Tell the youth that they will practice the peer pressure steps with their parent(s)/caregiver(s) in the family session?	0	1
3. Tell the youth that they will play a game about reaching their goals with their parent(s)/caregiver(s) in the family session?	0	1
4. Have the youth recite the Youth Creed together as a group?	0	1

Note: The facilitators should encourage the youth to say the creed with using the poster.

Fidelity Total: _____ (4 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(41 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 35 Points from Curriculum Activities)

Section 3 - Youth Session 6 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 6 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 41</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 155</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 172</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*

Youth Session 7: Reaching Out to Others

76 Minutes Total

****Note: This session and the Parent 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 posted/utilized as indicated in manual? <i>Ground Rules, and Youth Creed</i>	0	1
3. Were the facilitators on time to adequately set-up and prepare for delivery?	0	1
4. Did the facilitators act friendly and greet participants as they came?	0	1
5. Did the facilitators 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 Youth Session Seven

Youth will learn:

- Ways to be of service to others
- To interact with positive older teen role models

One Minute Is Allotted For 'As Youth Arrive' Activities.

Round of Compliments

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth sit or stand in a circle and give compliments?	0	1

Fidelity Total: _____ (1 possible point)

Activity 7.1 – What Do I Do When . . . ?

Time for Activity: 8:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the youth that they will be getting ready for a group of older teens (a panel) who will talk to them and answer questions?	0	1
2. Pass out the What Do I Do When . . . ? worksheet and ask the youth to match the problem statements in the left column with the action step in the right column? <i>Note: Facilitators should explain that there are no right answers and lines can be drawn to the same action step.</i>	0	1
3. Discuss their answers as a large group? <i>Note: The discussion should be limited to less than 2 minutes.</i>	0	1

Fidelity Total: _____ (3 possible points)

Activity 7.2 - Writing Questions for the Panel

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Pass out 4x6 index cards to each youth and ask them to write one question they would like to ask the older teens?	0	1
2. Write all of the following topics on a flip chart? <i>Goals for the future</i> <i>Understanding parents/caregivers</i> <i>Handling stress</i> <i>Following rules</i> <i>Handling peer pressure</i>	0	1
3. Tell the youth not to write their names on the cards?	0	1
4. Brainstorm possible questions as a group if the youth could not come up with questions? <i>(Circle a 1 if the youth are able to write questions without group brainstorming.)</i> <i>Note: The manual lists 7 sample questions.</i>	0	1
5. Ensure that the following question was included? <i>What can you do if your friend is in some serious trouble – like drugs or being depressed?</i>	0	1
6. Collect the index cards in a box, bowl, or hat and mix them up?	0	1

Fidelity Total: _____ (6 possible points)

Activity 7.3 - Panel Questions and Answers

Time for Activity: 20:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Have older teens join the group and introduce themselves?
<i>Note: The facilitators are encouraged to arrange the chairs or desks in a circle.</i> | 0 | 1 |
| 2. Tell the youth the following?
<i>“Respecting the panel members means allowing them to pass if they don’t feel comfortable answering a question. It also means remembering that their point of view may be different from yours.”</i> | 0 | 1 |
| 3. Draw one question at a time and read it to the panel? | 0 | 1 |
| 4. Remove inappropriate questions?
<i>Note: Facilitators can read and remove questions ahead of time or read the questions aloud during the panel discussion, telling the group that another card will be drawn if the question is inappropriate.</i> | 0 | 1 |
| 5. Allow more than one panel member to respond each question?
<i>Note: Facilitators should limit answers to 2-3 minutes each.</i> | 0 | 1 |
| 6. Encourage the youth to ask questions and enter into a discussion with the older teens?
<i>Note: If the youth are bored or restless, a break with a group game may be used to divide the panel time.</i> | 0 | 1 |

Fidelity Total: _____ (6 possible points)

Group Games

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

- | | <u>No</u> | <u>Yes</u> |
|--|-----------|------------|
| 1. Have youth choose games to play with the older youth?
<i>Notes:
The manual includes a sample list of games played previously in the program, such as Body Talk (session 2) and Follow the Leader (session 3).
Facilitators are instructed to avoid allowing the older teens to suggest games unless the games can easily be explained.</i> | 0 | 1 |

Fidelity Total: _____ (1 possible point)

Activity 7.4 - Letters to Parents/Caregivers

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the youth that they (and their parents/caregivers) will fill out letters to each other?	0	1
2. Hand out the Letter to Parent/Caregiver ?	0	1
3. Read the letter aloud and ask the youth to write their responses in the blank spaces, pausing after each sentence? <i>Note: Have the second facilitator move around the group to help where needed.</i>	0	1
4. Distribute pre-stamped and pre-addressed envelopes to each youth? <i>Note: Have mailing labels prepared ahead of time.</i>	0	1
5. Ask them to put the letter in the envelope, and collect the envelopes? <i>Note: The letters are to be mailed by the program coordinator 3-4 weeks after the program concludes.</i>	0	1

Fidelity Total: _____ (5 possible points)

Activity 7.5 – Youth (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 Youth Post Survey to each youth?	0	1
2. Circulate to assist the youth in completing the evaluations? <i>Note: The EPISCenter recommends that the facilitators read the survey questions aloud and also offer assistance to the youth as needed.</i>	0	1

Fidelity Total: _____ (2 possible points)

Preparation for the Family Session and Wrap Up

Time for Activity: 3:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the youth 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
2. Thank the youth for coming to the <i>SFP 10-14</i> program?	0	1
3. Have the youth recite the Youth Creed together as a group ?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(27 Possible Points – Inclusive of 6 Points from Pre-Session Activities and 21 Points from Curriculum Activities)

Section 3 - Youth Session 7 Fidelity Observation Summary
Youth Facilitator 1

Name of the Youth Facilitator 1: _____

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 youth facilitator 1 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 - Youth Facilitator 1'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 - Youth Session 7 Fidelity Observation Summary
Youth Facilitator 2

Name of the Youth Facilitator 2: _____

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 the facilitator by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did youth facilitator 2 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 Points Possible)

Total Points for Section 4 - Youth Facilitator 2'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 5 - 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 facilitators to more effectively engage the participants:

Total Points for Section 5 - 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 27</i>	
Section 3 – Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 4 –Facilitator 2’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 141</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 5 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 158</i>	