



Guidance For Conducting Fidelity Observations

The Role of the Fidelity Observer: Your role as an observer is to assess whether the session is being delivered as intended by the program developer. Monitoring model adherence allows the facilitation supervisor to promote strong and effective delivery and increases confidence that the impacts demonstrated in the SFP 10-14 research will be realized.

The Fidelity Observation Form: There is a customized form for each parent, youth, and family component of each of the 7 sessions. The forms have multiple sections:

1. ***A General Introduction Section*** – This section collects general information, such as the date, time, facilitator names, location, and number of participants.
2. ***Room and Equipment Rating*** – This section assesses the room set-up, comfort level, and equipment functioning.
3. ***Curriculum Adherence Rating*** – This section assesses facilitator preparation and the delivery of each activity as outlined in the manual. The goals of the session are also listed in this section. A check box for pre/post survey administration is also included for sessions 1 and 7.
4. ***Facilitator Rating*** – This section consists of two parts. The delivery skill of the facilitator is rated and an assessment of the facilitator's inappropriate facilitation processes, such as reading directly from the manual or stopping the DVD during delivery, are rated.
5. ***Group Participation Rating*** – This section captures the engagement of the participants and if there are any concerns about the group dynamic, manual content, or facilitation.
6. ***Fidelity Rating Summary*** – At the bottom of the last page is a box for entering the total points awarded for each section. An overall fidelity score and percentages for each section can be calculated in the white boxes.

Fidelity Observation Guidelines:

Preparing To Observe -

- Review the fidelity observation form prior to the session and confirm that you have the form in its entirety for the appropriate session.
- Please review the goals for the session to comprehend the purpose of the core components prior to observing.
- If possible, bring a manual to follow along with as you observe and rate each activity.
- Request the names (and spelling of the names) for each facilitator.
- Have access to a watch or clock and writing utensils to complete the form.

Entering the Room for an Observation –

- Enter the observation room before the participants.
- When possible sit at a distance from the participants, preferably in the back of the room. However, please sit where you can fully hear and see delivery.
- Please remain quiet, limit interaction, and avoid making comments during the session so participants and facilitators are not distracted. This does not mean you need to be stoic; you may ease the discomfort or anxiety of the facilitator or participants by smiling and being friendly. The facilitator may also introduce you and explain your role as they see fit.

Completing the Fidelity Observation Form –

- Please complete all parts of the observation form.

- Please write additional comments on the form. Your perceptions of delivery are very helpful to the coordinator or facilitation supervisor in providing feedback to facilitators!
- Discuss program delivery concerns directly with the coordinator or facilitator supervisor after an observation.

PAGE 1 – SESSION INFORMATION:

- Fill out all sections.
- List the full names of the facilitators.
- On the cover page, please try to capture the start and end time accurately. This is used by the coordinator or facilitation supervisor to assess time management.
- On the cover page, please try to capture the participant counts accurately. Note that the number of participants arriving after the start and leaving before the end of the session does not add up to the total number of participants.

SECTION 1 – ROOM AND EQUIPMENT RATING:

- The facility and chosen rooms have been selected because they are the best option for accommodating delivery needs. Please do not significantly penalize the site if the space is not ideal. Rather, when rating the Room and Equipment, please consider the facilitators' arrangement and use of the available space. Do write comments or recommendations about any facility or equipment concerns.

SECTION 2 – CURRICULUM ADHERENCE:

- Under Pre-session Activities, please award points for taking attendance and name tags if this is accomplished at dinner.
- Under Pre-session Activities, indicate if the supplies were available and if ground rules and posters were utilized after you have observed the full session.
- Under Curriculum Activities, it is acceptable to award points for an item if it is covered at a point later in the session. If you award points for an item covered later, please note this with a comment.
- Indicate if the optional questions or activities were completed.
- It is important for facilitators to deliver the scripted curriculum as designed. In the majority of cases, you should award points based on model adherence. However, please use your judgment when awarding points for Curriculum Adherence items.
 - Sometimes this means not interpreting an item so literally (e.g. standing vs. sitting, read by facilitator vs. participant...).
 - Sometimes this means assessing whether an appropriate, minor adaptation was made. The observer should consider the purpose of each item related to curriculum goals and ask the question, "Did the facilitator(s) miss the point of this step or did they do it a little differently because they understood the participants' needs and identified a better way to accomplish the learning within the context of the group dynamic?" If an observer is unsure whether the facilitator, in changing the activity step(s), made an appropriate/minor adaptation or altered the purpose of the step, then they should use their judgment to make a rating and provide written comments on the form explaining what the facilitator did so that the coordinator or facilitation supervisor knows how the step was changed.

Examples:

If an item says "Did the leader(s) have youth stand across from each other and guess why the other youth selected what they did?" and the facilitator(s) had the youth respond while sitting across from each other, the observer should consider, "Is the point of this item that the youth stand and face each other or that they guess why another youth selected what they did?"

The youth are highly energized and behavior management is a concern. So, the facilitators decide to play the Pass the Ball or Bottle Active Game by having the youth balance a bottle while walking around chairs rather than running around

the chairs. The observer should award points even though the game was altered because active games are important for maintaining a tone of fun for the youth, but they are not a core component.

IDEALLY, ADAPTATIONS SHOULD BE MINIMAL AND ALL PARTS OF EACH QUESTION SHOULD BE COMPLETED TO RECEIVE POINTS. ANY ADAPTATION SHOULD BE NOTED AND SHARED WITH THE COORDINATOR OR PROGRAM FACILITATOR BECAUSE SMALL CHANGES CAN ALTER THE IMPACT OF THE ACTIVITIES.

SECTION 3 – FACILITATOR’S DELIVERY:

FACILITATOR DELIVERY RATING –

- When rating facilitator delivery, please note that a ‘4’ does not reflect perfection. Rather the high score reflects solid delivery. Consider ‘4’ as good/excellent, ‘2’ as average, and ‘0’ as poor and needing direct intervention by the coordinator or facilitation supervisor.
- Sometimes a facilitator will only deliver small parts of a session. Please provide delivery ratings based on the content that the facilitator delivers and their participant engagement. They should not be penalized for being assigned less content. However, it should be noted that facilitators are expected to divide responsibilities and to be fully engaged with participants throughout the session.

RATING OF INAPPROPRIATE FACILITATION PROCESSES -

- Facilitators are not expected to deliver the curriculum from memory. They are encouraged to use their manual, but not to read from it in a way that is not engaging. When rating inappropriate facilitation processes, the high score of ‘4’ is reflective of appropriate use of the manual. It does not mean that they ‘never’ used it.
- Pay attention to the total session time indicated under the session title on the cover page of each form. The timing of each session varies and should be considered when rating the facilitators’ time management.

SECTION 4 – GROUP PARTICIPATION:

- Please circle a rating for group engagement and use of the ground rules to redirect distracting and inappropriate behavior. Please provide written comments. Your feedback helps to guide the coordinator or facilitation supervisor in promoting stronger facilitation.

Scoring – Fidelity Rating Summary -

- Please complete the calculations for each of the sections with-in the form.
- Please transfer the section totals to the end of the form. Double check your totals. It is not necessary for you to calculate the percentages.

Show Respect for the Participants and Facilitators –

- To protect the confidentiality of participants, do not share disclosed information with non-program staff.
- Respect the observed facilitator and please do not discuss their delivery strengths or challenges with anyone other than the coordinator or facilitator supervisor.

Returning the Completed Form -

- The completed observation form should be returned immediately following the observed session to the coordinator or facilitator supervisor.
- Please do not share any negative feedback, suggested corrections, or the completed form with the observed facilitator. Feedback is only to be delivered by the coordinator or facilitator supervisor.

Thank you for your commitment to providing high quality ratings and delivery feedback. You play a very important role in this program being able to monitor model adherence, strengthen facilitation, and have a positive impact on families!