

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*

Family Session 1: Supporting 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>Youth Session 1 Goals Flip Chart Page, Closing Circle, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session One

To help families:

- build positive relationships
- support youth's goals and dreams

Group Games

Time for Activity: 10:00 Minutes

Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Divide the group into teams of several families each and hand out the game instruction cards (Knot Game and Who Am I)?	0	1
2. Help groups to get started playing the 1 st game?	0	1
3. Have groups begin the 2 nd game after about 5 minutes?	0	1

Fidelity Total: _____ (3 possible points)

Were the Optional Activities Used? YES NO

Play another round of Who Am I?. Have each person tell something they appreciate (or are proud of) about his or her family.

Activity 1.1 – Parents/Caregivers View
and Discuss Youth’s Treasure Maps

Time for Activity: 15:00 Minutes

Activity Leader: _____

Did the Activity Leader(s):

	<u>No</u>	<u>Yes</u>
1. Encourage parents/caregivers, accompanied by their youth, to find their youth’s Treasure Map?	0	1
2. Have the parents/caregivers sit with their youth and ask the questions on the Questions for Treasure Map card?	0	1
3. Have the youth ask their parents/caregivers the questions on their When You Were My Age card?	0	1
4. Ask the parents/caregivers what they learned about their youth’s goals?	0	1
5. Ask the youth what they learned about their parents/caregivers when they were their age?	0	1
6. Interact with the families, one at a time, to guide them in the Questions for Treasure Maps and When You Were My Age discussions?		
a. Parent Facilitator: _____	0	1
b. Youth Facilitator 1: _____	0	1
c. Youth Facilitator 2: _____	0	1

Fidelity Total: _____ (8 possible points)

Activity 1.2 – Steps To Reach Goals

Time for Activity: 10:00 Minutes

Activity Leader: _____

Did the Activity Leader(s):

	<u>No</u>	<u>Yes</u>
1. Have families sit together during the activity?	0	1
2. Post the flip chart page(s) from the youth session listing goals?	0	1
3. Ask each youth to choose a goal from their map and have their family brainstorm and record on scrap paper steps to reach the goal?	0	1
4. Share the brainstorming ideas in the large group?	0	1

Fidelity Total: _____ (4 possible points)

Activity 1.3 - How Well Do We Know Each Other

Time for Activity: 20:00 Minutes

Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Create a team of parent/caregivers and a team of youth? <i>Note: 5-6 participants should be on each team and the other participants should create an audience.</i>	0	1
2. Have one facilitator go out of the room with the parent/caregiver team?	0	1
3. Have each youth answer two questions, one at a time, and record the answers on sheets of folded paper?	0	1
4. Bring the parents/caregivers back into the room, have them sit across from their youth, and ask them to answer the questions asked of their youth?	0	1
5. Award points and record them on the flip chart when a youth's and their parent's/caregiver's answers match?	0	1
6. Repeat the process with the youth going out of room and the parents/caregivers answering questions?	0	1

Fidelity Total: _____ (6 possible points)

Was the Optional Activity Used? YES NO

Play the game with another group of parent/caregiver and youth teams.

Closing Circle

Time for Activity: 5:00 Minutes

Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the youth stand next to their parents/caregivers in a circle	0	1
2. Have the youth and parents/caregivers respond to the Closing Circle Phrases ? <i>Parent/Caregiver - One of my youth's goals is:</i> <i>Youth - One of my goals for the future is:</i>	0	1
3. Have the youth and parents/caregivers recite their Youth/Parent Creed separately and the Family Creed together as a group?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(27 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 24 Points from Curriculum Activities)

Section 3 - Family Session 1 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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
---------	----------	--------------------

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 6 - 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 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 198</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 215</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*

Family Session 2: Appreciating Family Members

55 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>Candy Game Poster, Different Family Trees Poster, Family Tree Sample, Family Tree Poster, Closing Circle Phrase Poster, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Two

To help families:

- Identify strengths
- Express appreciation

Candy Game Icebreaker

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Divide the families into two groups (10-15 participants in each) that form circles?	0	1
2. Hang/hold the Candy Game poster for the groups to see?	0	1
3. Pass a container with wrapped colored candy and have each person answer the question from the poster that corresponds to the color of the candy they drew?	0	1

Was the optional Activity Used? YES NO

Pass the candy around the circle again and have each person respond a second time.

Fidelity Total: _____ (3 possible points)

Activity 2.1 - Making a Family Tree

Time for Activity: 45:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth and parents/caregivers sit together in family groups.	0	1
2. Show the Different Family Trees poster and a Family Tree sample ?	0	1
3. Explain that the branches represent the youth and his/her parent(s)/caregiver(s) and that the roots represent grandparents/special support person? <i>Note: The facilitator should explain that other adults living with the family can be added if time allows and that if a grandparent is the primary caregiver that they should be represented as a main branch.</i>	0	1
4. Explain that the family members are to identify <u>at least 4 strengths</u> for each member of their family using the Family Strengths worksheet (pass this out) and that they are to write the strengths on leaves?	0	1
5. Pass out the Strengths of the Whole Family worksheet and explain that the strengths of the grandparents are to be written on rectangles and glued to the roots and that the strengths of the whole family are to be written on rectangles and glued to the tree trunk?	0	1
6. Distribute the supplies in an organized fashion? <i>Supplies Needed: scissors, markers, glue sticks, tag board, leaf and rectangle sheets</i>	0	1
7. Encourage the families to personalize and decorate their trees?	0	1
8. Interact with the families, one at a time, to help them with their Family Trees?		
Parent Facilitator: _____	0	1
Youth Facilitator 1: _____	0	1
Youth Facilitator 2: _____	0	1

Fidelity Total: _____ (10 possible points)

Closing Circle

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have each youth stand next to his/her parent(s)/caregiver(s) in circle?	0	1
2. Have each youth and his/her parent(s)/caregiver(s) respond to Closing Circle Phrase?	0	1
<i>Parent/Caregiver - One strength my youth has is:</i>		
<i>Youth - One strength my parent/caregiver has is:</i>		
3. Have the youth and parents/caregivers recite the Youth, Parent and Family Creeds together as a group?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(19 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 16 Points from Curriculum Activities)

Section 3 - Family Session 2 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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 6 - 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 19</i>	
Section 3 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 190</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 207</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*

Family Session 3: Using Family Meetings

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>Closing Circle Phrase Poster, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Three

Families will:

- Understand the value of family meetings
- Learn how to conduct a family meeting
- Work on privileges and rewards for point charts
 - Plan fun family activities

Active Game – Balloons in the Air

Time for Activity: 8:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Lead the game?	0	1

Note: The game outlined in the manual involves the families forming a circle, holding hands, and keeping balloons in the air using other named body parts. This game is not a core component so another game can be substituted.

Fidelity Total: _____ (1 possible point)

Introduction to Family Meetings

Time for Activity: 2:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that family meetings are a good way to make plans, solve problems, and have fun together?	0	1
2. Explain that family meetings are used to check schedules and track transportation and other needs?	0	1
3. Explain that as youth become older, they can have input into family rules and consequences?	0	1

Fidelity Total: _____ (3 possible points)

Activity 3.1- Family Meetings

Time for Activity: 25:00 Minutes

Note: This activity is video-directed.

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the families that they will practice having a family meeting?	0	1
2. Explain how to start the meeting with compliments and ground rules?	0	1
3. Hand out the Family Meeting Ground Rules cards to the families?	0	1
4. Have each family sit together, give compliments, and read the ground rules?	0	1
5. Have the group process the question on the video screen and mention the four items listed in the manual that help a meeting to run smoothly?	0	1
<i>The four items listed in the manual are:</i>		
<input type="checkbox"/> They followed the ground rules.	<input type="checkbox"/> They stayed focused on the issue.	
<input type="checkbox"/> They didn't interrupt.	<input type="checkbox"/> Everyone was polite.	
6. Tell the group that families will now discuss possible privileges and rewards to use on the Point Charts the parents/caregivers started?	0	1
7. Explain to the youth that point charts help them to remember to do what they are supposed to at home and allows them to earn rewards?	0	1
8. Give examples of appropriate rewards (like staying up later on the weekends, having a friend over, choosing a TV program, or having someone else do a chore)?	0	1
9. Ask the families to give examples of topics that are too "heavy: or emotional and should be avoided during family meetings?	0	1
10. Mention the examples of "heavy" topics listed in the manual?	0	1

Note: The topics listed in the manual are Serious Financial Problems, Teen Pregnancy, Substance Abuse, Serious Problems at School, and Marital Problems.

Fidelity Total: _____ (10 possible points)

Activity 3.2 – Family Fun Time

Time for Activity: 20:00 Minutes

*Note: The **Fun Things We Like To Do As A Family** worksheet should be distributed during this activity.*

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the families that it is important for them to have fun in family meetings?	0	1
2. Have the parents/caregivers and youth sit in family groups?	0	1
3. Pass out the Concentration and Go Fish game rules cards ?	0	1
<i>Note: Have other games available for the families to choose from (ex. Uno, Skip-Bo).</i>		
4. Circulate to help families choose and start a game?		
a. Parent Facilitator: _____	0	1
b. Youth Facilitator 1: _____	0	1
c. Youth Facilitator 2: _____	0	1
5. Encourage the families to play together at home.	0	1
<i>Note: It is recommended that the games be sent home with the families.</i>		
6. Have families complete the worksheet together?	0	1
<i>Note: If time doesn't allow, have them complete the worksheet at home.</i>		

Fidelity Total: _____ (8 possible points)

Closing Circle

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have youth stand next to their parent(s)/caregiver(s) in a circle?	0	1
2. Have youth and parents/caregivers respond to the Closing Circle Phrase ?	0	1
<i>Parent/Caregiver - One privilege my youth wants to earn is:</i>		
<i>Youth - One privilege I want to earn is:</i>		
3. Have the youth and parents/caregivers recite the Youth, Parent and Family Creeds together as a group?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(28 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 25 Points from Curriculum Activities)

Section 3 - Family Session 3 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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 6 - 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 28</i>	
Section 3 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 –Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 –Youth 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 199</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 216</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*

Family Session 4: Understanding Family Values

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>Family Values Poster, Family Shield Poster, Closing Circle Phrase Poster, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Four

To help families:

- See the connection between family values and their activities and decisions
 - Identify their own family values

Activity 4.1- Values Charades

Time for Activity: 7:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Introduce values as something we believe in and that we put time and energy into and explain that all families have values, but that they may differ?	0	1
2. Show/post the Family Values Poster ?	0	1
3. Have youth pairs act out each value for parents/caregivers to guess? <i>Note: See examples of possible actions for each value listed in curriculum.</i>	0	1
4. Circulate and offer help to the youth pairs as needed?	0	1

Fidelity Total: _____ (4 possible points)

Activity 4.2 - Matching Values to Action

Time for Activity: 5:00 Minutes

Notes:

There are 12 pairs of cards. If there are fewer families, still use all of the value cards, even if a parent/caregiver has more than one.

If there are literacy concerns for any of the participants, the facilitators should read the cards to avoid participant embarrassment.

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Form 2 lines with the youth facing the parents/caregivers?	0	1
2. Hand out Family Value cards to each parent/caregiver and Family Value Scenario card to each youth?	0	1
3. Have each parent/caregiver read his/her value <u>aloud</u> ?	0	1
4. Have each youth read his/her scenario aloud and stand by the parent/caregiver With the value that fits their scenario card?	0	1
<i>Note: Make sure each youth reads their scenario one at a time and stays standing by that value.</i>		
5. If 2 youth choose the same value, explain that some situations may fit more than one value?	0	1
6. If a value is not selected, ask the youth if their scenario may also fit that value and have them move if it does?	0	1

Fidelity Total: _____ (6 possible points)

Activity 4.3 - Making a Family Shield

Time for Activity: 45:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have families sit together as individual family units?	0	1
2. Hand out the Family Meeting Ground Rules cards ?	0	1
3. Have each family start a family meeting with compliments and by reading the ground rules?	0	1
4. Tell the group they will make a Family Shield and show an example? <i>Note: Make sure the example of a shield was previously made by the facilitator.</i>	0	1
5. Explain that a shield is used for protection and that a family's values help the family get through hard times and grow together?	0	1
6. Show families how to make a shield and explain that they will use magazine clippings, words, and/or drawings to demonstrate 4 of the values they have?	0	1
7. Explain to families that shields can be different shapes? <i>Note: They may want to use a symbol that is meaningful to them or to their culture/religion. It could be a circle or heart.</i>	0	1
8. Ask each family to decide on 3-4 values they want on their shield? <i>Note: Have them write their family chosen family values on a scrap paper.</i>	0	1
9. Hand out the Making Our Family Shield cards ?	0	1
10. Explain that the bottom of the shield should have the family name? <i>Note: If youth and parents/caregivers have different last names, both names should be written in.</i>	0	1
11. Distribute tag board, scissors, markers and glue sticks in an organized way?	0	1
12. Have magazine clippings placed in different areas in the room and encourage the families to take turns collecting clippings from each area for each section of their shield?	0	1
13. Circulate to help families make their shields?		
a. Parent Facilitator: _____	0	1
b. Youth Facilitator 1: _____	0	1
c. Youth Facilitator 2: _____	0	1

Fidelity Total: _____ (15 possible points)

Closing Circle Time for Activity: 3:00 Minutes

Primary Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have families bring their shields and gather in a closing circle with the youth standing next to their parent(s)/caregiver(s)?	0	1
2. Have each youth and his/her parent(s)/caregiver(s) respond to Closing Circle Phrase? <i>Parent/Caregiver – One value our family has is:</i> <i>Youth – One value our family has is:</i>	0	1
3. Have the youth and parents/caregivers recite the Youth, Parent and Family Creeds ?	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(31 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 28 Points from Curriculum Activities)

Section 3 - Family Session 4 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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
---------	----------	--------------------

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 6 - 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 31</i>	
Section 3 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 202</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 219</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*

Family Session 5: Building Family Communication

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>Closing Circle Phrase Poster, Youth, Parent, and Family Creed Posters</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Five

To help families:

- Build Listening Skills
- Solve problems together

Going to Timbuktu Ice Breaker

Time for Activity: 5:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Write modes of transportation on the flip chart?	0	1
2. Tell the group they were going to take a trip to Timbuktu and that they would win a million dollars if the whole group arrived safely?	0	1
3. Have the youth and parents/caregivers form a line and move around the room using the sounds and motions of different forms of transportation as they are called out?	0	1

Note: The facilitator should keep the game moving quickly by calling out a different mode of transportation every 30 seconds or so.

Optional: Candy or treats may be given out as a reward at the end.

Fidelity Total: _____ (3 possible points)

Activity 5.1 - Listening Game

Time for Activity: 25:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Explain that a game would be played to practice good communication?	0	1
2. Have the group list different kinds of feeling words and write them on a flip chart?	0	1
3. Tell the group that they will be practicing joint problem solving later and that actively listening without becoming defensive and showing the other person they are heard helps?	0	1
4. Demonstrate how to summarize and state feelings <u>twice</u> with their co-facilitator?	0	1

For Example:

Facilitator 1 – “I really had to rush around to get here on time tonight. I had to stay late at work and I had to get Susan to play practice. I was afraid that I’d be walking in late.”

Facilitator 2 – “You were really rushed with late work and your daughter’s practice. You were worried about being late.”

5. Compose a group of parents/caregivers with their youth to play the game?	0	1
---	---	---

Note: About 5-6 family pairs should play with the remaining participants acting as the audience.

6. Have the parents/caregivers and youth sit across from each other at a table?	0	1
---	---	---

7. Write the following on a flip chart?	0	1
---	---	---

“Summarize what you heard.” ----- “Sounds like you’re feeling.”

8. Put folded Listening Game Cards on the table between the youth and parent/caregiver?	0	1
--	---	---

9. Have each parent/caregiver and youth pair read the statements on the card one at a time and practice summarizing and stating feelings?	0	1
---	---	---

Note: Parents/caregivers are a team and youth are a team, not parent/youth combination against another parent/youth combination.

Notes: Points can be awarded for each correct response.

If literacy levels are a concern, the facilitators should read the statements for each participant.

Was the Optional Activity Used? YES NO

The game can be played again with new pairs and new situations.

Fidelity Total: _____ (9 possible points)

Activity 5.2 - Joint Problem Solving Demonstration

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell the story of the Smith family choosing a TV program?	0	1
2. Ask the group to identify the family's main problem and write it on the flip chart?	0	1
3. Ask the group to identify Dad's point of view and summarize it on the flip chart? <i>Note: Facilitator should label the flip chart paper "Dad's Point of View."</i>	0	1
4. Ask the group to identify Mom's point of view and summarize it on the flip chart? <i>Note: Facilitator should label the flip chart paper "Mom's Point of View."</i>	0	1
5. Ask the group to identify the Kid's point of view and summarize it on the flip chart? <i>Note: Facilitator should label the flip chart paper "Kid's Point of View."</i>	0	1
6. Have the group brainstorm possible options for solving the problem and write them on the flip chart? <i>Note: Facilitator should label the flip chart paper "Suggestions." Include all ideas even if they are silly.</i>	0	1
7. Ask the group to decide on one option the Smith family could try for a period of time?	0	1

Fidelity Total: _____ (7 possible points)

Activity 5.3 - Joint Problem Solving Game

Time for Activity: 15:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Tell families to start with a family meeting that includes reading the Ground Rules and giving compliments?	0	1
2. Tell the group that as families they will play a Joint Problem Solving game?	0	1
3. Explain that joint problem solving is a good way for a family to work on a problem and that because everyone gives input into the solution it is more likely to work? <i>Note: The purpose of the activity is to help families work through a series of 4 steps to solve a small family problem. Examples of possible problems are: not enough family time, who cleans up after meals, sharing the bathroom in the morning, sharing computer time.</i>	0	1
4. Have two facilitators act as referees and tell the families that they will help them follow the rules of joint problem solving? <i>Note: <u>The referees must ok each of the 4 problem solving cards before giving out the next one.</u> The referees should wear baseball hats.</i>	0	1
5. Handout the Step 1: Small Problems cards to each family and ask them to fill it out with a specific problem to work on?	0	1
6. Have the facilitators check each step before giving out new cards to each family? Step 1: Small Problems - Step 2: Points of View - Step 3: Brainstorm Possible Solutions - Step 4: Choose a Solution	0	1
7. Have each family complete all 4 cards step by step? <i>Optional: Each family can be given a prize when all the steps are completed.</i>	0	1
8. Were the facilitators either checking cards or circulating to offer help?		
a. Parent Facilitator: _____	0	1
b. Youth Facilitator 1: _____	0	1
c. Youth Facilitator 2: _____	0	1
9. Have each family share the problem they worked on, the solutions they brainstormed, and the solution they chose?	0	1

Was the Optional Activity Used? YES NO

Ask the group to name other possible solutions that might have worked.

Fidelity Total: _____ (11 possible points)

Closing Circle

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 stand next to parents/caregivers in circle?	0	1
2. Have youth and parents respond to the Closing Circle Phrase ? <i>Parents/Caregivers - A problem we could use Joint Problem Solving on is:</i> <i>Youth - A problem we could use Joint Problem Solving on is:</i>	0	1
3. Ask each family to practice a short family meeting at home during the week?	0	1
4. Have the youth and parents/caregivers recite the Youth, Parent and Family Creeds ? <i>Note: The facilitators should encourage the group to say the creeds without reading the posters.</i>	0	1

Fidelity Total: _____ (4 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(37 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 34 Points from Curriculum Activities)

Section 3 - Family Session 5 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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 6 - 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 37</i>	
Section 3 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 208</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 225</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*

Family Session 6: Families and Peer Pressure

61 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?	0	1
2. Were the posters & ground rules posted/utilized as indicated in manual? <i>Flip Chart List of Peer Pressure Situations (From Youth 5 and 6), Closing Circle Phrase, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Six

To help families:

- Talk together about avoiding drug and alcohol abuse
 - Talk together about other behavioral problems
 - Set clear expectations for youth

Activity 6.1 - Reaching Our Goals Activity

Time for Activity: 25:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

Note:

The purpose of the game is to reinforce the idea that youth can better reach their goals if the parent/caregiver and youth each do their own part.

	<u>No</u>	<u>Yes</u>
1. Use masking tape to make a curved game path on the floor that is divided into 4 numbered squares? <i>Note: Each square should be about 2' x 2'.</i>	0	1
2. Create groups of 4-5 youth and parent/caregiver pairs (from the same families) with the non participants creating an audience?	0	1
3. Remind the families of the Treasure Maps made in Youth Session 1 and explain that the object of game is for each parent/caregiver and youth to do their part in helping the youth to reach goals. <i>Note: Pairs can be tied together with strips of fabric at the ankles or elbows. They may also simply link elbows.</i>	0	1
4. Explain to the group that the goal of the game is for linked parent/caregiver and youth pairs to move through the squares on the floor by drawing cards and following instructions?	0	1
5. Tell the "audience" that they can use I'll Save You cards to help a pair that gets separated too far? <i>Note: Audience members should be encouraged to shout "I'll Save You" and read their card. When used, the card allows a person to move ahead to the other person in the pair.</i>	0	1
6. Tie or link the parent/caregiver and youth pairs together and have youth draw numbers to determine the playing order?	0	1
7. Have a facilitator help the youth or parents/caregivers to draw Parent/Caregiver and Youth cards ?	0	1

Notes:

Starting cards should be used to begin the game.

*Cards are numbered with a √(negative) or *(positive). Facilitators can switch cards if individuals get too far behind or the group is too congested.*

Continued...

8. Have each pair take turns reading the statement on their cards and following the instructions. 0 1

Note: Each participant should have at least one foot in a square at all times.

9. After 7-8 minutes, identify a winning team and congratulate them for working together? 0 1

Optional: Treats may be given to the pairs.

10. Start the game again with new pairs? 0 1

Note: Facilitators should let as many pairs play as time allows.

11. Process the 3 questions about reaching goals and following rules as a group? 0 1

What did you learn about reaching goals?

What surprised you in the game?

What is one thing you would like to do more of to work well together?

Note: Can also question those who had the I'll Save You cards why they did or did not use them, and what they learned about community resources. Also question the group whether they think families could use help but don't realize there are services available?

Fidelity Total: _____ (11 possible points)

Activity 6.2 - Parents/Caregivers Helping with Peer Pressure

Time for Activity: 13:30 Minutes
(Inclusive of 8:30 Minutes of Video Narration)

Note: This Activity is Video-directed.

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have family units sit together?	0	1

2. Ensure that each family unit had a Handling Peer Pressure card (from Parent 6)?	0	1
---	---	---

3. Start the video?	0	1
---------------------	---	---

4. Have the group process the two questions on the video screen?	0	1
--	---	---

How did the mother help the daughter?

How did the parents help the son?

Fidelity Total: _____ (4 possible points)

Activity 6.3 - Sharing of Refusal Skills

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have family units sit together?	0	1
2. Refer parents/caregivers to the Peer Pressure Situations (from Youth 5 & 6) and have them play the part of a youth trying to get their son or daughter in trouble?	0	1
3. Have the youth practice the peer pressure steps with their parent(s)/caregiver(s)?	0	1
4. Encourage parents/caregivers to follow along using their Handling Peer Pressure cards to coach their youth?	0	1

Fidelity Total: _____ (4 possible points)

Activity 6.4 - Sharing of Parental Dreams and Expectations

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the parents/caregivers read the I Love You and I Want Good Things For You letter that they wrote for their youth?	0	1
2. Ask families to take the letter home?	0	1

Fidelity Total: _____ (2 possible points)

Closing Circle

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 stand next to their parent(s)/caregiver(s) in circle?	0	1
2. Have youth and parents/caregivers respond to the Closing Circle Phrase ? <i>Parent/Caregiver – One thing I learned about reaching a goal is:</i> <i>Youth – One thing I learned about reaching a goal is:</i>	0	1
3. Have youth and parents/caregivers recite the Youth, Parent and Family Creeds together as a group? <i>Note: See if the group can say the creeds without holding up the poster.</i>	0	1

Fidelity Total: _____ (3 possible points)

Total Points for Section 2 - Curriculum Adherence: _____

(27 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 24 Points from Curriculum Activities)

Section 3 - Family Session 6 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating



Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
8. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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>
10. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
11. Acceptance and friendliness of the facilitator	0	1	2	3	4
12. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
13. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4
14. Level of preparation by the facilitator	0	1	2	3	4
15. Comfort level of the facilitator	0	1	2	3	4
16. Overall effectiveness of the facilitator’s curriculum delivery	0	1	2	3	4
17. Facilitator’s engagement of participants – offered opportunities for participation	0	1	2	3	4
18. 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 5 - 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 6 - 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 6 - 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 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 198</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 215</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*

Family Session 7: Putting It All Together

40 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>Closing Circle Phrase, and the Parent, Youth, and Family Creeds</i>	0	1
3. Did the facilitators act friendly and greet participants as they came?	0	1

Points _____ (3 Possible Points)

Curriculum Activities

The Goals of Family Session Seven

Families will:

- Review program content
- Express appreciation

Activity 7.1- Family Games

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

1. Have the facilitators lead the **Follow the Leader** game within 2 family circles?

<u>No</u>	<u>Yes</u>
0	1

Note: The game is played by having one group member silently lead the group in movements and having another group member guess who is leading the movements.

Was the Optional Activity Used? YES NO

If time allows, the group can also play the Knot Game from session 1 or another game the youth enjoyed.

Fidelity Total: _____ (1 possible point)

Activity 7.2 - Program Summary and Review Slide Show

Time for Activity: 15:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

1. Show a review slide show or video show?

<u>No</u>	<u>Yes</u>
0	1

2. Remind families of the activities and topics explored in sessions 1 - 6?

0	1
---	---

Notes:

A suggested script is included in the manual. If the group did not take pictures, show samples of the activities (ex. Treasure Maps, Family Trees).

The facilitators should talk about all the activities and concepts taught, not simply those activities portrayed in the photos or the slides used.

The total length of the show should be no longer than 15 minutes.

Family units should sit together during the slide show.

Fidelity Total: _____ (2 possible points)

Activity 7.3 - Graduation Ceremony

Time for Activity: 10:00 Minutes

Name of the Activity Leader: _____

Did the Activity Leader:

	<u>No</u>	<u>Yes</u>
1. Have the program coordinator, an agency or school administrator, or community leader make comments about the value of the program?	0	1
2. Present certificates to each family?	0	1

Fidelity Total: _____ (2 possible points)

Activity 7.4 - Closing Circle

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 stand next to their parent(s)/caregiver(s) in a circle?	0	1
2. Have the youth and parents/caregivers respond to the Closing Circle Phrase ? <i>Parents/Caregivers - One thing I learned at the Strengthening Families 10-14 Program is:</i> <i>Youth – One thing I learned at the Strengthening Families 10-14 Program is:</i>	0	1
3. Have the youth and parents/caregivers recite the Youth, Parent and Family Creeds ?	0	1

Fidelity Total: _____ (3 possible points)

Optional - Pizza Party or Snacks

Pizza, snacks, and/or cake can be provided at this time by the facilitators or agency. Youth and parents/caregivers may sit wherever they like, with the facilitators circulating around the group. Facilitators should join any family who may be sitting alone.

This enables everyone to participate in the Graduation and Closing Circle, should anyone need to leave early.

Total Points for Section 2 - Curriculum Adherence: _____

(11 Possible Points – Inclusive of 3 Points from Pre-Session Activities and 8 Points from Curriculum Activities)

Section 3 - Family Session 7 Fidelity Observation Summary
Parent Facilitator

Name of the Parent Facilitator: _____

Facilitator Delivery Rating

Rate the facilitator on each item below by circling a number. For questions 1 to 8, circle a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.



	<i>Lowest</i>				<i>Highest</i>
1. Clarity of the facilitator’s explanation of activities	0	1	2	3	4
2. Acceptance and friendliness of the facilitator	0	1	2	3	4
3. Ability of facilitator to manage the group dynamic and participant behavior	0	1	2	3	4
4. Ability of facilitator to explain and illustrate concepts	0	1	2	3	4

5. Level of preparation by the facilitator	0	1	2	3	4
6. Comfort level of the facilitator	0	1	2	3	4
7. Overall effectiveness of the facilitator's curriculum delivery	0	1	2	3	4
8. Facilitator's engagement of participants – offered opportunities for participation	0	1	2	3	4
9. Facilitator redirected conversation to a topic or the video as needed when discussion drifted	No 0	Yes 1		Not Necessary 1	

Points: _____ (33 Possible Points)

Rating of Inappropriate Facilitation Processes

Rate the frequency of the following inappropriate facilitation processes by circling a number from 0 to 4, with 0 being the lowest rating and 4 being the highest rating.

To what extent did the parent facilitator act in the following ways?	 Very Frequently	Often	Sometimes	Rarely	 Never
1. Read from manual when presenting (briefly referring to the manual is acceptable.)	0	1	2	3	4
2. Acted distant (uninterested or uninvolved with participants)	0	1	2	3	4
3. Was critical of a participant or their ideas	0	1	2	3	4
4. Was unable to deal effectively with questions	0	1	2	3	4
5. Stopped the videotape/DVD or an activity before it was finished	0	1	2	3	4
6. Lost track of time	0	1	2	3	4

Points: _____ (24 Possible Points)

Total Points for Section 3 - Parent Facilitator's Delivery: _____

(57 Possible Points - Inclusive of 33 Points from the Facilitator Delivery Rating and 24 Points from the Rating of Inappropriate Facilitation Processes)

Section 4 - Family 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 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 4 - 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 5 - Family 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 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 5 - 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 6 - 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 6 - 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 11</i>	
Section 3 – Parent Facilitator’s Delivery		<i>Divide by 57</i>	
Section 4 – Youth Facilitator 1’s Delivery		<i>Divide by 57</i>	
Section 5 – Youth 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 182</i>	
Section 1 - Room/Equipment		<i>Divide by 12</i>	
Section 6 – Group Participation		<i>Divide by 5</i>	
Overall Fidelity Score -	<i>Enter the Sum of All the Rated Components Here:</i>	<i>Divide by 199</i>	