Evaluation of Expect Respect Support Groups

Facilitator Program
Implementation Fidelity Measure

2011

Please complete the survey once at the midpoint of your groups (or during winter break) and once after groups have ended. The survey prompts you to provide some information about yourself. Then you are asked to complete one survey per group. There are no right or wrong answers and your answers may differ according to the groups you are working with.

Staff Code _____

What is your highest degree?
- ❑ $_1$ MSW or MA degree in a counseling-related field with appropriate licensure
- ❑ $_2$ Bachelors degree (or masters without licensure)
- ❑ $_3$ Less than bachelors degree

What is your experience in working with teens?
- ❑ $_1$ Experience facilitating teen groups for more than 5 years
- ❑ $_2$ Experience facilitating teen groups for 2 - 5 years
- ❑ $_3$ Experience facilitating teen groups for less than 2 years

What is your experience with facilitating Expect Respect Support Groups?
- ❑ $_1$ Experience facilitating Expect Respect groups for more than 3 years
- ❑ $_2$ Experience facilitating Expect Respect groups for 1 -3 years
- ❑ $_3$ First year facilitating Expect Respect groups

What is your experience in Sexual and Dating Violence Prevention ?
- ❑ $_1$ Experience in SA/DV and prevention for more than 3 years
- ❑ $_2$ Experience in SA/DV and prevention for more than 1 year
- ❑ $_3$ First year working in SA/DV and prevention

Complete one survey per group/ school
- When you complete the survey during winter break your responses should reflect the time from September 1 – December 15.
When you complete the survey after completion of the group your responses should reflect the time from January 15 - May 31
Facilitator code _____
School code _____
Number of sessions provided at this point _____

GETTING GROUPS STARTED

How well is your school liaison/contact person connected in the school?
❑ 1 a member of school staff or faculty – someone with knowledge and access to school staff and administration
❑ 2 not a school staff (e.g. *Communities In Schools*) – but someone with knowledge and access to school staff and administration
❑ 3 someone without good knowledge or access to school staff and administration

Where are posters advertising Expect Respect Support Groups placed?
❑ in places where all students will see them
❑ in places where some students will see them
❑ no posters

How well was the staff orientation attended?
❑ all or almost all faculty and staff attended
❑ selected group attended (e.g. counselors; English teachers; 7th grade team)
❑ low attendance out of the invited group
❑ no staff orientation provided

What was covered in the staff orientation ?
❑ Comprehensive: covered information about dating violence, risk factors, Expect Respect and referral criteria
❑ Brief: covered some program information and referral criteria
❑ no staff orientation provided

Did the principal sign the Expect Respect School Agreement Form ?
❑ presented and signed
❑ presented but not signed
❑ not used

Which Expect Respect program elements are provided at this school?

- ❏ Expect Respect support groups plus multiple additional program components selected (e.g. youth leadership, staff training, parent workshops, Changing Lives, classroom curriculum)
- ❏ Expect Respect support groups plus one additional program component
- ❏ Only Expect Respect support groups

To what extent were referrals to this particular Expect Respect support group appropriate?
- ❏ Mostly appropriate referrals
- ❏ Some inappropriate referrals
- ❏ Mostly referrals of students not appropriate for ERSG

How many new referrals did you receive in the first 4 weeks of the school year?
(Only answer this question in survey during winter break)
- ❏ 5 – 10 new referrals
- ❏ 3 – 5 new referrals
- ❏ Less than 3 new referrals;

How quickly were you provided with referrals?
(Only answer this question in survey during winter break)
- ❏ Adequate number of referrals (approximately 10) received in the first 4 weeks of the school year
- ❏ Slow referral process (between 5 and 10 referrals), with most referrals received between weeks 4 and 8 of school
- ❏ Few referrals (less than 5) and slow referral process in the first 8 weeks of school.

How many new referrals did you receive in the second semester of the school year?
(Only answer this question in survey after group completion)
- ❏ 5 – 10 new referrals
- ❏ 3 – 5 new referrals
- ❏ Less than 3 new referrals;

What is your average group size at this school?
- ❏ 6-10
- ❏ 4 – 6
- ❏ Less than 4
- ❏ inconsistent

Do you have a private and consistent location available to conduct groups?
- ❏ consistent and private location
- ❏ not always consistent location

❑ no private location

How often do you meet with the school contact person?
❑ Regularly before or after group sessions
❑ Occasionally
❑ Rarely or never

How do you get students to group?
❑ systematic easy way of getting students excused from class, such as the sample hall pass
❑ inconsistent or somewhat confusing system for class excuse
❑ no system in place

EXPECT RESPECT CURRICULUM (GROUP CONTENT)

To which extent did the group focus on building healthy relationships?
❑ Activities or discussion about building healthy relationships occurred in each session (relationships in group, family, with dating partners, friends, or at school, etc.).
❑ Activities t or discussion about building healthy relationships occurred in most sessions.
❑ Activities or discussion about building healthy relationships occurred in less than half of the sessions

Please identify other content or themes discussed:

_____

To which extent did the content of group discussions focus on identifying warning signs and /or working through abusive relationships?
❑ Content or discussion about abusive relationships occurred in each session (relationships in group, family, with dating partners, friends, or at school, etc.).
❑ Content or discussion about abusive relationships occurred in most sessions.
❑ Content or discussion about abusive relationships occurred in less than half of the sessions

Please identify other content or themes discussed:

_____

To which extent did you use discussion questions suggested in the curriculum or similar questions?

❑ Discussion questions from the curriculum or similar questions used in all or most sessions

❑ Discussion questions from the curriculum or similar questions used in some sessions

❑ Discussion questions from the curriculum or similar questions rarely or never used.

If you rarely used discussion question from the curriculum please identify what other types of discussion questions you used:

_____

_____

To which extent did you use activities suggested in the curriculum or similar activities?

❑ Activities suggested in the curriculum or similar activities used all or almost all of the time

❑ Activities suggested or similar activities used some of the time

❑ Activities suggested or similar activities rarely or never used

If you rarely used activities suggested in the curriculum please identify what other types of activities you used:

_____

_____

To which extent did you follow the sequence of topics in the curriculum?

❑ Followed sequence of topics in curriculum

❑ Changed sequence of curriculum for a few sessions

❑ Did not follow sequence of curriculum

If you did not follow sequence of curriculum, please explain:

_____

_____

How did you use group time?

❑ frequently used group time (beyond check in) to support individual members who are in distress or sharing feelings.

❑ occasionally used group time (beyond check in) to support individual members.

❑ used group time primarily for structured activities.

To which extent did you allow group members to direct the group session?

❑ frequently gave room for group members to raise questions and issues (or
  initiate discussion) about relationships that are relevant to them even if they
  are not planned in the curriculum.
❑ occasionally gave room to group members to raise questions and issues about
  relationships even if they are not planned in the curriculum.
❑ followed the curriculum sequence and structure

GROUP MEMBERSHIP
First Half of Sessions (to be completed during winter break)
❑ The group started out full or mostly full and a few new members were added in
  subsequent weeks.
❑ The group started out small and new members joined in subsequent weeks
  until the group is full
❑ A core group was never established, new members join and then leave.

Second Half of Sessions (to be completed after groups have ended)
❑ no new members after the halfway point
❑ one or two exceptions to this rule
❑ no boundaries to entrance and exit from the group – totally open

GROUP PROCESS

How often did you use check-in or icebreakers at the beginning of sessions?
❑ used for every session
❑ used sometimes
❑ not used for sessions

How much time did you spend on supporting and exploring personal experiences
of group members?
❑ 30 minutes spent on general support, review of personal issues and
  experiences during sessions
❑ 15 – 30 minutes given to general support in multiple sessions
❑ Less than 15 minutes given to general support

How would you describe your role as facilitator at this point?
❑ facilitator talks less and allows group to initiate and lead discussion
❑ facilitator initiates discussion but then group takes the lead
❑ facilitator initiates most of the discussion and talks more as group members are
  passive and quiet

How would you describe the participation in this group?
❑ Participation is balanced (everyone participates more or less equally)

❑ Participation is semi-balanced, but some participants may dominate while others are often withdrawn
❑ Participation is very much dominated by a few participants

What is the level of support among participants?
❑ high level of support among participants
❑ moderate level of support among participants
❑ low level of support among participants

Do you see participants learning new skills and strategies at this point?
❑ Most participants demonstrate or report using new communication or problem solving strategies in relationships
❑ A few participants demonstrate or report using new communication or problem solving strategies in relationships
❑ Participants don't demonstrate or report using new communication or problem solving strategies in relationships

To which extent do participants share personal experiences?
❑ Participants frequently share personal experiences and feelings in group
❑ Participants sometimes share personal experience and feelings in group
❑ Participants rarely or never share personal experiences and feelings in group.

What did group members learn or gain by being in this group? How were members in this group impacted by the program?

_____
_____
_____