

Attachment K

Observational Program Implementation Fidelity Measure

Observation of Expect Respect Support Group Sessions

Suggested times for two observation points:

Around group 6 (or prior to Thanksgiving and Winter Break))

Around group 16 (or prior to Spring Break)

Selection of groups for observation:

Random selection of one group per facilitator for each observation point.

With current staffing: 4 male and 3 female facilitators will be observed.

Observer:

Counseling Manager/ Supervisor

Form Approved

OMB No. 0920-0861

Exp. Date: 08/31/2013

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School Code: _____

Facilitator Code: _____

Date of Observation: _____

Group Session: _____

To which extent did the content of the group activity and discussion focus on building healthy relationships?

- Content or discussion about building healthy relationships occurred during most of this session (relationships in group, family, with dating partners, friends, or at school, etc.).
- Content or discussion about building healthy relationships occurred in half of this session.
- Content or discussion about building healthy relationships occurred in less than half of this sessions

Please identify other content or themes discussed:

To which extent did the content of the group discussion focus on identifying and working through abusive relationships?

- Content or discussion about abusive relationships occurred during most of this session (relationships in group, family, with dating partners, friends, or at school, etc.).
- Content or discussion about abusive relationships occurred in half of this session 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 the facilitator use discussion questions suggested in the curriculum or similar questions?

- Discussion questions from the curriculum or similar questions used in all or most of this session
- Discussion questions from the curriculum or similar questions used in some parts of this session
- Discussion questions from the curriculum or similar questions not used in this session.

If discussion questions from the curriculum were not used, please identify what other types of discussion questions the facilitator used:

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

- Activities suggested in the curriculum or similar activities used throughout the session
- Activities suggested or similar activities used in some part of the session
- Activities suggested or similar activities not used in this session.

If activities suggested in the curriculum were not used, please identify what other types of activities the facilitator used:

How did the facilitator use group time in this session?

- frequently used group time (beyond check in) to support individual members who were 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 the facilitator 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

Did the facilitator use check-in or icebreakers at the beginning of the session?

- Used in this session

Not used in this session

How much time did the facilitator spend on supporting and exploring personal experiences of group members?

- 30 minutes spent on general support, review of personal issues and experiences during this session
- 15 – 30 minutes given to general support in this session
- Less than 15 minutes given to general support in this session.

How would you describe the role of the facilitator in this session?

- facilitator talked less and allowed group to initiate and lead discussion
- facilitator initiated discussion but then group took the lead
- facilitator initiated most of the discussion and talked more as group members were passive and quiet

How would you describe the participation in this session?

- Participation was balanced (everyone participates more or less equally)
- Participation was semi-balanced, but some participants dominated while others were more quiet or withdrawn.
- Participation was very much dominated by a few participants

What was the level of support among participants in this session?

- high level of support among participants
- moderate level of support among participants
- low level of support among participants

Did you see participants learning new skills and strategies in this session?

- Most participants demonstrated or reported using new communication or problem solving strategies in relationships
- A few participants demonstrated or reported using new communication or problem solving strategies in relationships
- Participants didn't demonstrate or report using new communication or problem solving strategies in relationships

To which extent did participants share personal experiences?

- Participants frequently shared personal experiences and feelings in this session
- Participants sometimes shared personal experience and feelings in this session
- Participants didn't share personal experiences and feelings in this session

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

Did students express any concerns about the observer in the room?

Did the facilitator notice any marked differences in the group members because of the observer? (Or, did the facilitator describe the observed group as different in any way from an unobserved group?)

Other observations and notes: