



Getting to Outcomes

ISSUES TO ADDRESS TO ENSURE FIDELITY

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Fidelity

- The degree to which programs are implemented as intended
- Delivery of instruction in the way in which it was designed to be delivered



Adherence

- Delivered to appropriate population?
- Using appropriate materials?
- In appropriate location?

 **ATTENDANCE LOG**

Student I.D.	Age	Gender	Ethnicity	Session 1 Date	Session 2 Date	Session 3 Date	Session Date
1.							
2.							
3.							
4.							
5.							
6.							

Exposure

- Frequency?
 - *Eight sessions*
 - *Once a week*
- Duration?
 - *30-45 minutes*

 Safe Schools
Healthy Students

 LifeSkills Training

 A1000

School: _____

Teacher: _____

Prevention Educator: _____

Grade: _____

Number of students: _____

Life Skills Training Topic	Date(s) Taught	Sent out Parent Letter	
Self-Esteem	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Decision-Making	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Smoking Information	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Advertising	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Dealing with Stress	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication Skills	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Social Skills	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assertiveness	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Reasons you were unable to conduct lessons:

Additional Comments:

Quality of Delivery

- How do the teacher/staff deliver the program?

Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of the class).

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice and Behavior

_____ % Cooperative Learning

_____ % Individual Cognitive Experiences

Observer: _____
 Number of Students in Group: _____
 Start Time (Clock Time): _____

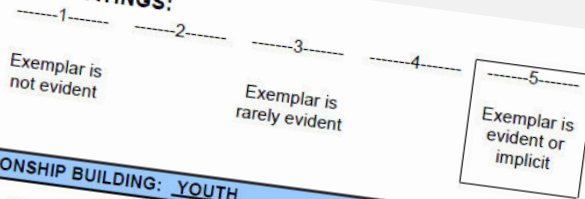
OBSERVATION
 School: _____
 Lesson #: _____
 Stop Time (Clock Time): _____

Skill	Level of Implementation			Comments
	High	Medium	Low	
Material Preparation				
Teacher has all materials ready for lesson	2	1	0	
Decoding (Phonic/Structural Analysis)				
I Do: Teacher models and follows script	2	1	0	
We Do: Teacher follows script using proper corrective feedback for errors	2	1	0	
You Do: Teacher follows script using proper corrective feedback for errors	2	1	0	
Pacing of section is appropriate	2	1	0	
Vocabulary Words				
I Do: Teacher models and follows script	2	1	0	
Pacing of section is appropriate	2	1	0	

Participation Responsiveness

- How engaged are the participants?
- Do they like the program?

RATINGS:



**G.R.E.A.T.
Student Evaluation**

RELATIONSHIP BUILDING: <u>YOUTH...</u>	PARTICIPATION: <u>YOUTH...</u>
Are friendly and relaxed with one another. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.	Are on-task. Youth are focused, not distracted from the task/project. They follow directions to complete the task. Noise level and youth interactions are engaged in the expected task(s).
Respect one another. Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.	Listen actively and attentively to peers. Youth listen and respond to each other and are interested in what others have to say, and/or staff when they speak, and they give constructive feedback about ideas or actions.
Show positive affect to staff. Youth interact with the staff, and these interactions are generally friendly. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.	Contribute opinions, ideas, and/or constructive discussions. Youth discuss/express their ideas to staff questions and/or spontaneously share their ideas as part of the activity and within the context of the activity. Calling out – or disruptively talking out of turn – is not allowed.
Assist one another. One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged.	Have opportunities to make meaningful choices. Youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine choices.

	A lot	Some	A little	None
How much did you like the G.R.E.A.T. program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you learn new skills from the G.R.E.A.T. program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the information you learned in the G.R.E.A.T. program useful to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What did you like most about the G.R.E.A.T. program?				

Program Differentiation

- What elements of the program are essential?

Reviewer/ Teacher's Name: _____ Date: _____

School: _____

Implementation Checklist

1. For each Major Objective, Activity, or Point to Make listed below, please check "yes" or "no" to indicate if it was covered when the session was taught.

	<u>Yes</u>	<u>No</u>
• Discuss how self-esteem is developed.	<input type="checkbox"/>	<input type="checkbox"/>
• Differentiate between high self-esteem and low self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>
• Define self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>
• Copy the definition of self-esteem into "My LST Dictionary".	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss how self-esteem is variant, from person to person and from situation to situation.	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss how self-esteem affects behavior.	<input type="checkbox"/>	<input type="checkbox"/>
• Identify things students would like to improve about themselves.	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss how identifying achievements can help students improve their self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>
• Session Summary	<input type="checkbox"/>	<input type="checkbox"/>

2. Please check "yes" or "no" if the activities listed below were included in the lesson.

	<u>Yes</u>	<u>No</u>
• Worksheet #1: <i>Things I Can Do</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Worksheet #2: <i>Look What I Can Do</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Worksheet #3: <i>Self Esteem Journal Topic</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Distribution of the Parent Letter	<input type="checkbox"/>	<input type="checkbox"/>

3. How much time was devoted to teaching this session? _____

More on Fidelity



- Resources that were discussed during presentation
 - Policy Studies Associates, Inc's *Out-of-School Time Observation Instrument* :
<http://www.policystudies.com/studies/youth/OST%20Instrument.html>
 - Life Skills Training fidelity instruments:
http://www.lifeskillstraining.com/lst_process_tools.php
 - Project Alert fidelity instruments:
<http://www.projectalert.com/assets/0/174/Fidelity.pdf>
 - Ask developers about fidelity instruments – to search evidence-based programs and practices: <http://www.nrepp.samhsa.gov/>
 - Basch, C.E. (2010). *Healthier students are better learners: A missing link in school reforms to close the achievement gap*. Equity Matters: Research Review No. 6. Available at no cost:
<http://www.tc.columbia.edu/equitycampaign/article.asp?t=d&id=7381>